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CAG UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**AN INVESTIGATION ON THE RELATIONSHIP BETWEEN EFL LEARNERS'
L2 WILLINGNESS TO COMMUNICATE, EMOTIONAL INTELLIGENCE
LEVELS, AND ATTITUDES TOWARDS LANGUAGE LEARNING IN THE
TURKISH EFL CONTEXT**

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DEDICATION



To my beloved mother, wife, and kids.

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I hereby declare that;

I prepared this Ph.D. Dissertation in accordance with Çığ University Institute of Social Sciences Thesis Writing Directive,

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Sinan ÖZYURT

ABSTRACT**AN INVESTIGATION ON THE RELATIONSHIP BETWEEN EFL LEARNERS'
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TURKISH EFL CONTEXT****Sinan ÖZYURT****PhD Thesis, Institute of Social Sciences, English Language Education****Supervisor: Assoc. Prof. Dr. Ahmet Selçuk AKDEMİR****September, 2021, 305 Pages**

Willingness to communicate has recently gained considerable attention and significance in second language acquisition. Although many studies have been carried out in terms of willingness to communicate (WTC) in different EFL contexts, it can be said that the number of the studies conducted at primary, secondary, or higher education levels is not sufficient in the Turkish EFL context, and so the gap in this field has not been fully filled yet. In this regard, the present study was conducted as a comparative study at the Higher School of Foreign Languages of Gaziantep University, aiming at investigating cross-culturally the willingness of Turkish and Syrian EFL learners to communicate in English as a foreign language inside and outside the classroom. In addition, this study aimed at examining the relationships between students' willingness to communicate (WTC) in English, their attitudes towards learning English (ATE), and their emotional intelligence levels (EI). Finally, in this study, it was aimed to examine the factors affecting students' L2 WTC, their EI levels, and their attitudes towards L2 learning in English speaking classes. Quantitative data were collected from 200 students at the Preparatory School. For the qualitative part of the study, 12 students were selected from among the 200 students who participated in the survey. This study used a mixed research approach that included both quantitative and qualitative data collection and analysis techniques. In this study, questionnaires and interviews were used as data collection tools. SPSS Statistics V26.0 was used in the analysis of the quantitative data. Qualitative data were analyzed using qualitative data analysis techniques and content analysis accordingly.

When the L2 WTC levels of the Turkish and Syrian students participating in the study was examined over the total mean scores, it was found that the Turkish students had a moderate level of L2 WTC, close to the high level, while the Syrian students had a moderate level of WTC. In comparison, the Turkish students were found to have relatively higher WTC levels than the Syrian students. In addition, it was revealed that the EI levels of both student groups were moderate, but the total EI scores of the Turkish students were relatively higher than the Syrian students. Regarding L2 attitudes, it was observed that most of the students had positive attitudes towards English language and the cultures of English-speaking countries as well as communication in L2. Moreover, through correlation analysis, correlation coefficients were calculated for the students' attitudes towards L2 learning, EI levels, and L2 WTC. It was found that there was a significant correlation between the participants' L2 WTC, attitude, and emotional intelligence perceptions. Considering the results of multiple stepwise regression analysis, it was concluded that the most effective and significant predictor of students' WTC in the classroom was their attitude towards L2 learning with a predictive effect leading to a direct variation in their L2 WTC. Further, it was revealed that the EI levels of both student groups were partially effective on their WTC in English. Lastly, based on the content analysis of the qualitative data obtained, it was found that among the factors affecting L2 WTC of Turkish and Syrian students, their EI levels, and L2 learning attitudes most were teachers' attitudes and immediacy, peer pressure, motivation, non-threatening classroom atmosphere, communicative apprehension, and communication competence.

Keywords: Willingness to communicate, emotional intelligence levels, attitudes towards foreign language learning

ÖZET**YABANCI DİL OLARAK İNGİLİZCE ÖĞRENENLERİN İLETİŞİMDE
BULUNMA İSTEKLİLİĞİ, DUYGUSAL ZEKA SEVİYELERİ VE YABANCI
DİL ÖĞRENMEYE KARŞI TUTUMLARI ARASINDAKİ İLİŞKİ ÜZERİNE
BİR ÇALIŞMA****Sinan ÖZYURT****Doktora Tezi, Sosyal Bilimler Enstitüsü, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışmanı: Doç. Dr. Ahmet Selçuk AKDEMİR****Eylül 2021, 305 Sayfa**

İletişim kurma istekliliği ikinci dil ediniminde son zamanlarda büyük önem kazanmıştır. Yabancı dil öğrenmede ve iletişimde oldukça etkin bir role sahip önemli duyuşsal faktörlerden birisi olarak bilinen iletişimde bulunma istekliliğiyle ilgili alanda çok sayıda çalışma yapılmış olsa da, Türkiye’de ilköğretim, ortaöğretim, veya yükseköğretim düzeyinde yeterli sayıda çalışmanın yapılamadığı ve bu alandaki boşluğun henüz tam olarak doldurulamadığı tespit edilmiştir. Bu çalışma bir devlet üniversitesi olan Gaziantep Üniversitesinin Yabancı Diller Yüksekokulu’nda İngilizce dil eğitimi alan Türk ve Suriyeli öğrencilerin yabancı dil olarak İngilizce’yi sınıf içi ve sınıf dışında kullanma istekliliklerini araştırmayı amaçlayan kültürlerarası karşılaştırmalı bir çalışmadır. Ayrıca, bu çalışma öğrencilerin İngilizce iletişim kurma isteklilikleri ile yabancı dili öğrenmeye karşı tutumları ve duygusal zeka seviyeleri arasındaki ilişkileri incelemeyi amaçlamıştır. Son olarak, bu çalışmada öğrencilerin İngilizce konuşma derslerinde iletişim kurma istekliliklerini, duygusal zeka seviyelerini ve yabancı dili öğrenmeye karşı tutumlarını etkileyen faktörlerin incelenmesi amaçlanmıştır. Bu bağlamda, nicel veriler Hazırlık Okulu’ndaki 200 öğrenciden toplanmıştır. Çalışmanın nitel kısmı içinse, ölçüt örnekleme yöntemiyle anket çalışmasına katılan 200 öğrenci arasından 12 öğrenci seçilmiştir. Bu çalışma hem nicel hem de nitel veri toplama ve analiz tekniklerini içeren karma bir araştırma yaklaşımı kullanmıştır. Bu çalışmada veri toplama araçları olarak anket ve mülakat kullanılmıştır. Nicel verilerin analizinde SPSS V26.0 programı kullanılmıştır. Nitel veriler ise nitel veri analiz teknikleri ve içerik analizi kullanılarak incelenmiştir.

Çalışmaya katılan Türk ve Suriyeli öğrencilerin İngilizce konuşma isteklilikleri toplam ortalama skorlar üzerinden değerlendirildiğinde, sınıf içi ve sınıf dışı ortamlarda Türk öğrencilerin iletişimde bulunma istekliliklerinin orta düzeyin üzerinde ve yüksek düzeye yakın olduğu, Suriyeli öğrencilerin ise görece orta düzeyde olduğu görülmüştür. Ayrıca, her iki öğrenci grubunun duygusal olarak zeka düzeylerinin orta düzeyde olduğu ve Türk öğrencilerin ortalama EI skorlarının Suriyeli öğrencilerden nispeten daha yüksek olduğu görülmüştür. Öğrencilerin çoğunun İngiliz diline ve İngilizce konuşulan ülkelerin kültürlerine ve yabancı dilde iletişime karşı tutumlarının olumlu olduğu görülmüştür. Ayrıca, öğrencilerin yabancı dil öğrenmeye karşı tutumları ve duygusal zeka seviyeleri ile iletişimde bulunma istekliliği değişkenleri için korelasyon katsayıları hesaplanmış ve hem tutum hem de duygusal zeka yordayıcılarının İngilizce konuşma istekliliği ile önemli derecede ilişkisi olduğu saptanmıştır. Çoklu adımsal regresyon analiziyle, geliştirilen regresyon modellerinin sonuçları dikkate alındığında, öğrencilerin sınıf içi iletişim kurma isteklilikleri üzerinde en etkili ve en anlamlı yordayıcının yabancı dil öğrenmeye karşı tutumları olduğu ve bunun iletişimde bulunma isteğinde doğrudan bir değişim sağladığı sonucuna ulaşılmaktadır. Ayrıca, öğrencilerin duygusal zeka seviyelerinin de İngilizce iletişim kurma isteklilikleri üzerinde kısmen etkili olduğu görülmektedir. Son olarak, elde edilen nitel verilerin içerik analizleri ışığında, Türk ve Suriyeli öğrencilerin konuşma derslerinde ve sınıf dışı ortamlarda iletişimde bulunma isteklerini, duygusal zeka seviyelerini ve dil öğrenmeye karşı tutumlarını en fazla etkileyen faktörler arasında derslerine giren öğretmenlerin tutum ve yaklaşımları, arkadaş baskısı, konuşma ve iletişime geçme kaygısı, iletişimsel yeterlilik, öz güven, huzurlu sınıf ortamı, motivasyon ve sorumluluk duygusu gibi önemli faktörlerin olduğu görülmüştür.

Anahtar Kelimeler: İletişimde bulunma istekliliği, duygusal zeka seviyeleri, yabancı dil öğrenmeye karşı tutumlar

FOREWORDS

One of the most prominent human traits that can directly influence our lives in a wide scope, from social life in general to individual life in particular, is communication and interaction that takes place through the language we use. It is due to this functional feature of language in human life that individuals can communicate both with people in the society they live in and with other people from different societies in order to understand each other better. However, it may not always be possible to maintain a healthy and effective communication among individuals on a large scale, as it would obviously be a mistake to consider individuals' communication and their willingness to communicate independent of some positive or negative factors that are effective in daily life. While this is often the case in L1 (native language), communication in a foreign language (L2) cannot be considered apart from the individual differences of those speaking or learning that target language, either. This indeed raises the crucial question having pended an answer among many researchers for a long time: Why are some learners highly willing to communicate in L2, while the others tend to be unwilling to do so even with equal opportunities for communication during L2 learning process?

An important possible answer to the above question often tends to lie in a number of factors, such as affective, contextual (situation-specific), or linguistic factors (MacIntyre, et al., 1998). As Altiner (2017) further suggests, a considerable majority of L2 learners have relatively varying levels of WTC from each other in an EFL classroom setting, which is indeed regarded as one of the major drawbacks in successful L2 acquisition process. Given the crucial role that all of these factors might play in language learners' willingness to communicate (WTC), it should be kept in mind that there is a need to search more into how such diverse factors or underlying antecedents can affect learners' communication behaviors, preferences, and willingness to communicate in L2. This is indeed highly essential in order for us to better understand the nature of L2 WTC and its interrelationships with various factors or predictors in the whole process of L2 learning.

And needless to say, achieving such an ultimate goal depends in large part on a classroom environment in which teachers and students, as two important stakeholders, have a close interaction, collaboration, and effective communication with each other during all this continuum.

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ABBREVIATIONS

ATE	: Attitudes towards English as a Foreign Language
CA	: Communication Apprehension
SPCC	: Self-perceived Communication Competence
CSs	: Communication Strategies
EI	: Emotional Intelligence
ELT	: English Language Teaching
ESL	: English as a Second Language
FLL	: Foreign Language Learning
ID	: Individual Differences
L1	: First Language
L2	: Second Language
LLS	: Language Learning Strategies
LSC	: Linguistic Self-confidence
MEB	: Ministry of National Education
QUAL	: Qualitative
QUANT	: Quantitative
SEM	: Structural Equation Model
SLA	: Second Language Acquisition
SPSS	: Statistical Package for Social Sciences
WTC	: Willingness to Communicate
ZPD	: Zone of Proximal Development

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CHAPTER I

1. INTRODUCTION

1.1. Background of the Study

It is an indisputable fact that one of the significant prerequisites in SLA is to provide L2 learners with necessary conditions for learning or acquiring a L2. Like all theorists of language learning, Krashen (1982) also states that learners need to have some form of second-language input in order to learn a new language efficiently. The significant point with this, however as further stated by Krashen, is the comprehensibility of the input that is to be processed by the learners while trying to acquire that L2. Keeping in mind the fact that SLA takes place on a development continuum, what Krashen (1982, 1985) terms as ‘comprehensible input’ is highly crucial for L2 learners to understand what is learnt during this continuum. According to him, comprehensible input is a form of input that is slightly beyond the current level of language learner’s interlanguage or language competence in the target language. In other words, if ‘i’ is considered as the current level of L2 learner’s interlanguage, then ‘i+1’ is the subsequent step along this development continuum. In accordance with what Krashen underpins above, Breen and Candlin (1980) state that if the ultimate goal of L2 learning is to facilitate language learners’ progress in their tasks, it is a must to provide them with comprehensible input [i +1], too.

Regarding communication, Krashen points out that essential input level is achieved automatically when interlocutors involved in communication manage to understand one another reciprocally (Şener, 2014). Besides, a significant factor that makes communication successful is when interlocutors use situation-specific contexts and makes some necessary input modifications during their speech communication or talks. Given the importance of situational contexts in communication, Giles and Nikolas (1981) indicate that they increase efficiency in communication between both parties, that is, the message sender and receiver.

Closely related to the comprehensible input theory, it was enunciated by Swain (1985) in her comprehensible output theory that language learners need to be encouraged to produce comprehensible output as well. The researcher suggested that comprehensible output is a significant indicator as to the fact that language production is taking place properly. She argues that comprehensible output can function in

language learning in two ways; that is, by generating cognitive awareness in learners and helping them to recognize their pros and cons during their interlanguage development continuum. And lastly, she suggests that it is through output that learners can examine their gradual progression by testing different hypotheses in language learning, identify any process-related problems and understand how to handle them appropriately (Altınar, 2017; Şener, 2014).

Canale and Swain (1980) argue that since interaction is an indispensable tenet in second language learning, we need to set a communicatively-sensitive classroom environment in which language learners can interact with each other and so develop their communicative skills efficiently. They further highlight the significance of meaningful interaction to be promoted through in-class or out-of-class activities and tasks to maintain successful communication steadily, which is indeed the ultimate goal for all stakeholders in second language learning process. However, in lack of opportunities to be provided for meaningful interaction, they claim that language learners are quite likely to feel demotivated or unwilling to participate in even relatively more ordinary or non-challenging conversations. By placing special emphasis on the social interaction between teachers, learners, and their classmates, Williams and Burden (1997) also indicate that social interaction entails some kind of exchange between two or more individuals by giving them an opportunity to modify their actions and reactions in case of communication.

Hatch (1978) puts particular emphasis on the presence of a collaborative language learning environment in which the relationship between discourse and L2 acquisition needs to be examined quite intently. In this sense, he mentions the significance of collaborative activities or tasks that require interpersonal communication among all partners in the language learning settings. In this way, as suggested by Hatch, it becomes highly possible to build and maintain effective discourse in language learning, which will progressively result in the construction of syntactic structures as well. At this point, it is noteworthy that scaffolding provides such a kind of collaboration in L2 learning process to a considerable extent.

Vygotsky (1978) touches on the significance of the relationship between interaction and acquisition by scrutinizing how effective interaction can serve as the driving force behind acquisition accordingly. Regarding this, he suggests that interpersonal activities such as dramas, public speeches, or community service (volunteering) between children and adults help develop their oral or communicative

skills significantly. An important contribution of such activities requiring collaboration from both parties lies in the fact that kids can be assigned some specific roles with adult involvement so that they can form some cognitive and social concepts that are in fact beyond their current developmental capacity more practicably. And thus, it becomes easier for children to construct zones of proximal development (ZPD) during regular interaction with others who are more experienced and knowledgeable than them in social life (Şener, 2014).

Given that in all L2 acquisition theories it is essential for learners to learn and use the target language more efficiently, it is a notable matter why some learners have less developed oral or communicative skills than the others, even seemingly in equal learning conditions. The same applies to learners' levels of willingness to communicate, which varies from time to time and in different conditions while learning a L2. As Altiner (2017) suggests, a considerable majority of L2 learners have relatively varying levels of WTC from each other in an EFL classroom setting, which is indeed considered as one of the major drawbacks in successful L2 acquisition process.

Considering this, it is highly significant to search into diverse factors or variables underlying learners' communication in the process of L2 learning in order to promote a more effective language acquisition process. Therefore, the primary goal of this study is to make further investigation with respect to affective factors, contextual or situational factors, and individual difference factors that can influence L2 learners' WTC inside and outside the classroom as well as the relationship of these factors with and effects of them on WTC. Through this study, it is hoped that EFL learners will be able to gain insight into what extent affective factors are correlated with willingness to communicate and how they can further increase their WTC via this awareness. And this state of consciousness, as MacIntyre (2007) indicates, will enable L2 learners to both increase their likelihood of being competent in their communication and acquire high levels of proficiency in the target language. Besides, it is hoped to make a considerable contribution to English language education with the findings of this study.

Since the ultimate goal in language learning is to acquire that target language successfully, it should be kept in mind that effective communication and interaction is of great importance in achieving this goal. Needless to say, this can get possible through a classroom environment where teachers and students, as two important stakeholders of the language learning process, can communicate efficiently. However, in the absence of such an environment, it is likely for learners to feel unmotivated or unwilling to

communicate with their peers or teachers, which is something not desired at all in L2 learning process. What needs to be done in case of unwillingness to communicate in learners is to investigate the potential factors that might influence their willingness to communicate accordingly. Considering this, it is aimed with this study to both describe the EFL learners' WTC levels and identify the affective factors underlying their WTC.

1.2. Statement of the Problem

SLA acknowledges it is quite normal that learners display some individual differences in L2 acquisition process. According to Ellis (1997), psychological dimensions of learner variation are many and various, so many of the researchers have investigated individual learner differences and the affective factors influencing L2 acquisition such as attitudes, emotional intelligence, communication anxiety, personality, or motivation for a long time. Past research has indicated that learner characteristics such as emotions, attitudes, motivation, and language anxiety correlate with a wide range of indices of language achievement (Gardner & Clément, 1990).

Recently, a new construct, willingness to communicate (WTC), has received the attention of many L2 researchers, and in their studies L2 willingness to communicate is considered as a significant construct that is affected by situational or contextual factors, such as topic, interlocutors, group size, and cultural background (Kang, 2005). Although considerable research has been carried out on this construct in different contexts in many other countries, not much research has been done in Turkey yet. The previous studies on WTC conducted in the Turkish and Asian contexts have primarily focused on the major and non-major EFL students from different departments of their universities. However, the factors that influence both the Turkish EFL students' and international foreign students' L2 WTC have remained underinvestigated. Since it is generally observed that the students from both groups tend to be reluctant or unwilling to communicate in their classes, it is highly significant that we need to know to what extent these students are willing or unwilling in their communicative actions and scrutinize the primary factors underlying their unwillingness more closely.

In conclusion, the focus of this study is specifically willingness to communicate in Turkish and international Syrian EFL students. It is hoped that the analysis of the data collected from the students of the preparatory school will help to figure out what makes students become more willing or unwilling to communicate in English inside and

outside the class. Besides, knowing about the communication propensities, experiences, and suggestions of the students from both of these groups will provide a great contribution to this goal. It is significant to remember that one of the ultimate objectives of this school is to instruct these students English language properly in order to be more knowledgeable and competent English speaking learners. When the problems related to being less willing to communicate in English are revealed, both the teachers and students can be more conscious about the difficulties they face, and the educational program developers can review and redesign the syllabi prepared or the courses given at their departments in due form.

1.3. Research Questions

1. What are the Turkish and Syrian EFL learners' perceptions of their willingness to communicate (WTC) in English inside and outside the classroom?
2. What are the Turkish and Syrian students' perceptions of their attitudes toward (AT) learning English as a foreign language and emotional intelligence (EI) levels in the Turkish EFL context?
3. Do Turkish and Syrian students' levels of L2 WTC, AT, and EI differ from each other significantly with respect to the nationality and gender variables?
4. Is there a meaningful relationship between the Turkish and Syrian students' perceptions of their WTC, AT, and EI?
5. How do the identified variables predict L2 WTC inside and outside the classroom?
6. How do both groups of the students self-report their beliefs about their WTC and EI levels in English speaking classes and attitudes toward English as a foreign language?
7. What factors do influence both groups of the students' WTC and EI levels in English speaking classes and their attitudes toward English as a foreign language?

1.4. Purpose of the Study

Willingness to communicate, which is defined as the extent to which learners are prepared to initiate communication when they have a choice, is a propensity factor that has attracted the attention of a great majority of SLA researchers in recent years (Ellis,

2008). In this sense, the primary aim of the present study is to examine the Turkish and international Syrian EFL university students' perceptions of their WTC in English and individual difference factors that affect their willingness in the Turkish EFL context by employing the heuristic model proposed by MacIntyre et al. (1998) and Bar-on's (2000) emotional intelligence model as basis for a framework. The present study also aims to examine the relationship among the variables that are assumed to affect Turkish and Syrian learners' WTC in English.

Non-linguistic variables, such as willingness to communicate, emotional intelligence, and attitudes towards foreign language learning will be the primary focus of the present study. For this reason, the current study has utilized a multiple research approach in order to examine the willingness to communicate levels of EFL students both inside and outside of the classroom. This study also intends to contribute to the scholarship of research in foreign language learning through an examination of the willingness to communicate construct by gathering qualitative and quantitative data from both Turkish and international Syrian students by means of different measures.

1.5. Definition of Terms

Willingness to Communicate (WTC): Willingness to communicate, which was initially developed by McCroskey & Baer (1985), has been defined as the intension to initiate communication. This concept was originally used to describe individual differences in L1 communication and was considered to be a fixed personality trait that is stable across various situations (Hashimoto, 2002). MacIntyre (2007) defines the concept of willingness as the probability of speaking when free to do so and states that it helps to orient our focus toward a concern for micro-level processes and rapid changes that sometimes promote or inhibit L2 communication. Ellis (2008) defines willingness to communicate (WTC) as the extent to which learners are prepared to initiate communication when they have a choice and it constitutes a factor believed to entail individual differences in language learning. He states that (WTC) is a complex construct, influenced by a number of other factors such as 'communication anxiety', 'perceived communication competence', and 'perceived behavioral control' (p. 697). He also notes that WTC is regarded as a final order variable, determined by other factors, and the immediate antecedent of communication behavior. The findings from Kang's (2005) study provided evidence that situational WTC can dynamically emerge through

the role of situational variables and fluctuate during communication. Taking these findings into consideration, he proposed a new definition of WTC: “Willingness to communicate (WTC) is an individual’s volitional inclination or propensity towards actively engaging in the act of communication in a specific situation, which can vary according to interlocutor(s), topic, and conversational context, among other potential situational variables” (p. 5).

Individual Differences: Dörnyei (2005) defines individual differences as “anything that marks a person as a distinct and unique human being”. It is commonly acknowledged in SLA that there are individual differences in L2 acquisition process. According to Ellis (1997) psychological dimensions of difference are many and various. Affective factors such as; learners’ personalities can influence the degree of anxiety they express, their preparedness to take risks in learning and using a L2, learners’ preferred ways of learning may influence their orientation to the task. The International Society for the Study of Individual Differences lists temperament, intelligence, attitudes as the main focus areas, whereas four main branches of IDs, that is, personality, mood, and motivation are also listed by Cooper (2002). The study of IDs, especially that of language aptitude and language learning motivation, has been a featured research area in L2 studies so far (Dörnyei, 2005).

Attitudes toward Language Learning: The concept of attitude is complex to describe; therefore, researchers have proposed different definitions. Bordens and Horowitz (2008, p. 157) describe attitude as ‘a mental and neural state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related’. Gardner (1985) proposes that attitude is ‘the sum total of human’s incitements and feelings, bias or prejudice, threats, fear, preliminary feelings, and condemnations regarding any indicated topic’ (p. 28). Brown (2007) describes attitude as a set of beliefs that a learner holds toward the target language whether it is important, interesting, boring, and so forth.

Emotional Intelligence: “... the capacity to reason about emotions, and of emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth” (Mayer & Salovey, 1997).

“Emotional intelligence is observed when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and

social skills at appropriate times and ways in sufficient frequency to be effective in the situation” (Boyatzis, Goleman & Rhee, 1999).

“It is an array of interrelated emotional and social competencies and skills that determine how effectively individuals understand and express themselves, understand others and relate with them, and cope with daily demands, challenges, and pressures” (Bar-On, 2010).

1.6. Significance of the Study

Various affective variables influence the use of a target language in the classroom environment. Some of these variables are caused by the effects of discomfort, risk-taking, sociability, and strength of motivation in language classes, as well as attitudes toward the international community, aptitude in L2 learning, concern for grade, and so on. Research done so far has showed that EFL learners’ attitudes towards L2 learning and their emotions as two affective factors have a significant effect on second language learning process (Horwitz, 1986; Horwitz, 2001; Horwitz, & Cope, 1986; Horwitz & Young, 1991; MacIntyre & Gardner, 1989; MacIntyre & Gardner, 1991).

A quite recent addition to the affective variables stemming from the field of speech communication is “willingness to communicate” (WTC). McCroskey and associates used the term to describe the individual’s personality-based predisposition toward approaching or avoiding the initiation of communication when free to do so (McCroskey, 1992, p. 17). WTC was originally introduced with reference to L1 communication, and it was considered to be a fixed personality trait mostly assumed to be stable across various situations. However, when WTC was extended to L2 communication situations, it was proposed that it is not necessary to limit WTC to only a trait-like variable. That is particularly because the use of an L2 introduces a potential for significant situational differences considering numerous unpredicted variations in learners’ competence and inter-group relations (MacIntyre, Clément, Dörnyei, & Noels, 1998). Getting inspired by such well-grounded theoretical knowledge, MacIntyre et al. (1998) began to conceptualize WTC in a L2 in a theoretical model in which social and individual context, affective and cognitive context, motivational propensities, situated antecedents, and behavioral intention are interrelated in influencing WTC in a L2.

In recent years, a growing amount of research has focused on identifying factors affecting L2 WTC. In this sense, a number of factors have been identified as directly or indirectly predictive of WTC, including such factors as attitudes, motivation, emotional intelligence, perceived communicative competence, communication anxiety, and etc. A number of researchers have examined the correlations among WTC, L2 learning attitudes, and emotional intelligence in different contexts (Hashimoto, 2002; MacIntyre and Charos, 1996; MacIntyre et al., 2001, 2003; Mystkowska-Wiertelak & Pawlak, 2014; Öz et al., 2015; Tuyan & Sadık, 2008; Yashima, 2002). While the majority of previous studies have employed self-report data which mainly focused on trait-like WTC, only some of them have examined state-level WTC by means of observational and interview data (Cao, 2011; Cao & Philp, 2006; House, 2004; Kang, 2005; Peng, 2007).

Since research on willingness to communicate is relatively new, not much research has been carried out in the Turkish EFL context. Bektaş (2005), Öz et al. (2015), Şener (2014) and Altın (2017) for instance, examined whether college students who were learning English as a foreign language in the Turkish context were willing to communicate when they had an opportunity to do so. The researchers further investigated whether the WTC models they proposed explained the relations among social-psychological, linguistic, and communication variables in this context. They also examined the interrelations among students' willingness to communicate in English, their language learning motivation, communication anxiety, perceived communication competence, attitude towards the international community, and personality accordingly.

The above-stated studies on WTC that were conducted in the Turkish EFL context primarily focused on Turkish EFL students' WTC and some other variables underlying it at different universities. However, it should not be forgotten that we live in a country where we are unfortunately faced with immigration as a plain reality. This subversive phenomenon caused by many social, cultural, and political reasons that have independently occurred of our will and control, and it has introduced different nations from the Middle Eastern countries into our social life, too (Ataş Akdemir, 2020). Indeed, we are talking about a new community of people who, including our educational institutions, we have been used to seeing in many areas of our social life for a long time, namely international Syrian students. From the data provided in August, 2020, by the Ministry of Interior General Directorate of Migration Administration, Turkish Statistical Institute (TUIK), and Ministry of Education in Turkey, the current

population of Syrians registered under temporary protection in Turkey is over 4 million. In this sense, according to the age range table published by the Immigration Administration, Syrian men make up 53.9% of the total number of Syrians, and this proportion is 46.1% for Syrian women. Besides, of this total population, almost 54.446 (100.178 males, 54.268 females) foreign students are enrolled in higher education, and 27.034 of which are the Syrian students studying in various departments of the universities in Turkey.

Considering this reality, a significant majority of these registered students somehow try to integrate into social life in Turkey, want to complete both their formal and foreign language education at different levels in various educational institutions, that is, from primary to secondary and eventually higher education. During this education process, it is often observed that these foreign students experience some difficulties or hassles in cross-cultural adaptation and communication in their country of residence due to their cultural, social, and academic differences (BarTaclough et al., 1990; Gallagher, 2012; Öz, 2015; Yashima, 2002). As stated earlier, much research has been done with respect to L2 willingness to communicate and its affecting factors, but most of such research could not go beyond being monocultural. In other words, a comparative study on both Turkish and international Syrian EFL students' L2 WTC levels and the factors that influence their WTC orientations has remained under-investigated or virtually unknown so far. Therefore, it is highly significant to know and understand these two L2 learner groups' communicative behaviors, their individual predispositions towards intercultural communication, attitudinal, and emotional profiles in L2 learning.

Since the students of each group are often reported by their teachers to be unwilling to communicate in their classes, there is a need to make a cross-cultural investigation to find out to what extent they are actually willing to communicate, and if not, to examine their attitudes and emotional intelligence profiles as two affective factors influencing their willingness to communicate in L2. The researcher, himself, has experienced the unwillingness to communicate of a majority of students in their speaking classes at the prep school for a long time; hence, it is hoped that the results of this comparative study will contribute a lot to the research of willingness to communicate in English language. In this context, the significance of this study is that it is planned to be the first doctoral dissertation in Turkey by investigating both Turkish and international Syrian EFL students' perceptions of their communication with other

people both inside and outside of the classroom, their emotional intelligence profiles, and attitudes towards learning English. Finally, it is believed that investigating the L2 learners' experiences and suggestions with respect to their WTC, L2 learning attitudes, and emotional intelligence profiles will provide a more comprehensive perspective to the current problem and also contribute remarkably to the literature as an important source of data for all the stakeholders of L2 learning process.

1.7. Chapter Summary

Throughout this chapter, background of the study was presented. Statement of the problem, research questions and hypotheses, purpose of the study, definitions of terms, significance and hypotheses of the study were also explained clearly in this chapter.

CHAPTER II

2. LITERATURE REVIEW

2.1. The Role of Interaction and Communication in the L2 Communicative Classroom

In recent years, there has been a considerable increase in respect to the awareness of communication and interaction among a great majority of people from all over the world. As a consequence of this, there has been an ever-increasing concern in Communicative Language Teaching (CLT) and its prominent role in second language teaching and learning. Since the emergence of Communicative Language Teaching in 1970s, one of the primary tenets of which is to highlight the significance of interaction as both the means and the ultimate goal of learning a language, an intensive use of communication has culminated in another congruent concept ‘interaction’, which is defined by Yılmaz (2003) as “mutual or reciprocal action or influence” (p. 12).

As it is defined by Malamah-Thomas (1987), interaction is a process through which both the addresser and addressee act in mutual accordance with each other in order to bring about a reaction, which in return results in an action fulfilled by the addressee. As can be understood from the definition above, interaction in fact implicates more than communication does. In other words, the roles that are performed by different participants in a particular setting are constantly subject to change. In a sense, both the addresser and the addressee may switch their roles immediately in case of an interaction between the two. As it is argued by Ellis (2008), it is by means of interaction that effective instruction can be fostered, and learners can find an opportunity to improve their own language skills by either performing or practicing them actively in the society they live in.

Regarding the interactional hypothesis, Long (1996) suggests that effective language acquisition takes place when learners get actively engaged in communication in the target language. He further goes on indicating that there is congruence between interactional hypothesis and experiential learning theory in that learners are more likely to learn how to perform a task by doing or experiencing it.

One of the important highlights made through the interactional hypothesis is that if learners are provided with a classroom environment in which they are given the

opportunity to interact with each other, they will be able to outperform in the tasks assigned to them more productively. To this end, the process of acquisition will be enhanced as the tasks they engage in require them to perform beyond their current competence. Given this, there is no doubt that a two-way communication is more essential than a one-way communication in order to foster the process of L2 acquisition. As it is postulated by Nunan (1999), the primary reason for this is that the negotiation of meaning becomes much more comprehensive if learners are necessarily given the chance to provide feedback on understanding the native speaker(s).

In a similar vein, it is put forth by Ellis (2008) that verbal interaction is considered as highly significant in interactionist theories during the process of language learning. Additionally, he urges that an effective interaction is assumed to provide learners with comprehensible input that contains data to promote more acquisition. Regarding this fundamental role attributed to interaction in language acquisition, Brown (1994) puts a particular emphasis on employing small-group interactions in which learners can enhance their communicative skills as well as making themselves understood by the other group participants. According to Brown, some of the key prerequisites for a successful interactional communication are such as providing favorable conditions for effective collaborative interaction, elaborating the task(s) to be performed meticulously, knowing the dynamics of the classroom environment, and ensuring an effective classroom atmosphere through which learners can engage in communication.

Gliksman, Gardner, and Smythe (1982) point out that a student-to-student interaction in an active classroom environment encloses a more authentic input rather than a simplified one. They further maintain that it is thanks to the authenticity of such interactions that learners can get more liable to initiate communication with one another and so express themselves as readily as they can. Based on this notion, even learners who are not initially willing to participate in a communicative task are more likely to become aware of their communicative skills through such authentic tasks.

Regarding the role of teacher during the process of classroom interaction, Gliksman et al. (1982) indicate that the teacher is a mediator by playing a guiding role that mediates between teaching and learning. Considering this proposition, it can be inferred that what teachers are assumed to do is to take a moderating role in the teaching and learning process. Besides, teachers are supposed to monitor the developmental stages of their learners so that they can give them the feedback they need on their

reactions at each stage of their language development. In doing so, teachers need to take into account some pedagogical factors as well if they want the communicative tasks they provide for learners to be efficient enough to encourage them to communicate. As for the role of learners, as stated by Williams and Burden (2000), they are assumed to succeed in communicating in the target language as long as they are provided with an appropriate classroom environment where they can achieve this goal adequately. Likewise, they need to be active participants in the process of interaction, and thus enhance their level of understanding and productivity in the second or foreign language.

2.2. Willingness to Communicate and Its Theoretical Foundations

Willingness to communicate (WTC) was defined by MacIntyre et al. (1998) as “an intention or preference to attend or start communication when given a choice to do so” (p. 5). WTC in a second or a foreign language has become one of the most specialized research areas of recent times with respect to contemporary language education. One of the earliest attempts to investigate the nature of communication dates back to the years 1958 and 1959, when the psycho-sociologist Theodore Clevenger began to probe into the relationship between public speaking and stage fright. In this sense, an article by Clevenger that was published in 1959 inspired further research into approach and avoidance in communication, and thus it was considered groundbreaking in this research area (McCroskey, 1982).

As a continuation of investigations in this area, Phillips (1965) investigated communication apprehension and reticence in communication. As suggested by the researcher, ‘reticence’ was regarded as a personality-based anxiety disorder. Initially, the researcher assumed that anxiety might be the primary reason for reticence in speech communication. However, later in his studies (1984, 1986, and 1997) he began to repudiate his previous argument about reticence by stating that the major reason for reticence is indeed a lack of communication skills. Phillips (1984) further suggested that although people regarded as reticent in communication may not have inadequate social skills, they are actually inclined to think so.

It was through Clevenger and Phillip's studies and efforts in this field that the subsequent researchers willing to do in-depth research into communication proceeded to make the later conceptualization of willingness to communicate as well as two well-studied communication factors: Communication Apprehension (CA) and Self-Perceived

Communication Competence (SPCC) (McCroskey, 1997). In respect to this, a number of eminent scholars and linguists began to delve into various areas of research in relation to communication. To exemplify this, McCroskey (1970) investigated communication anxiety and its major factors, Burgoon (1976) focused on studying unwillingness to communicate, and McCroskey and Richmond (1982) examined shyness as an affective factor that might influence individuals' language learning process.

2.3. WTC in the Native (L1) Language

As two prominent researchers in the field of language acquisition and psychological studies, for the first time it was McCroskey and Bayer (1985) who developed 'willingness to communicate' as an affective construct to identify individual differences in L1 communication (McCroskey & Richmond, 1990; McCroskey, 1992; Zakahi & McCroskey, 1989). Considering willingness to communicate as a construct to predict and explain the likelihood of learners to take part in a conversation, it was initially viewed by the researchers as a fixed or unchangeable personality trait which is stable across diverse communication contexts or situations (McCroskey & Zakahi, 1989; MacIntyre et al., 1996).

Having this in mind, a variety of attempts have been made to define this significant affective construct. McCroskey and Bayer (1992) used the term to construe the individual's personality-based propensity towards approaching or avoiding the initiation of communication when given free choice to do so. WTC was also described by McCroskey (1997) as "an individual's inclination or eagerness to start communication with others" (p. 77). In a relatively more recent study, Kang (2005) suggested that WTC is an individual's voluntary act or orientation towards initiating communication and taking part in it actively in a specific situation (p. 2). He also pointed out that among the potential situational variables that influence the extent to which individuals want to communicate are the topic of communication, interlocutor(s), and conversational context. According to Ellis (2008), willingness to communicate (WTC) is a strong indication of to what extent learners feel prepared to begin communication when given a choice, and so it is one of the most influential antecedents that accounts for individual differences in L2 learning process.

Since it was introduced as a significant construct in the 1980s, a considerable number of studies have been conducted with respect to WTC in order to investigate why

some people are more inclined to start communication by interacting with others, but some of them refrain from doing so. In this sense, a variety of important factors such as speaking anxiety, self-perceived communication competence, motivation and attitudes, personality, and self-confidence have been studied to understand the effects of these factors on and their relationships with WTC. In 1990, McCroskey and Richmond conducted a cross-cultural comparative study to investigate WTC in L1 in a number of countries such as the USA, Sweden, Australia, Micronesia, and Puerto Rico. It was aimed to find out the relationship between WTC, communication apprehension (CA), self-perceived communicative competence (SPCC), and introversion.

The results of the study indicated some differences between these countries in terms of the degree of WTC and the other variables stated above as well as the degree of relationships of these variables with each other. Whereas the American students were reported to have more willingness to communicate, the Micronesian students had the least degree of willingness to communicate. In addition, the results showed that the Swedish students had the highest perceived language competence, while the Micronesian students had the lowest. Considering the relationship between WTC and self-perceived language competence, it was reported that the Swedish students differed considerably from the Micronesian students in that the Swedish students had a higher degree of perceived language competence and willingness to communicate than the Micronesian students. McCroskey and Richmond (1990) further stated that culture can be another significant factor along with many other factors that affect people's predisposition towards communication. That is, there is likely to be a relationship between willingness to communicate and cultural differences if an individual has already begun to live in another culture or social environment different from his or her own. Based on this, they suggested that any kind of generalisation regarding WTC and the other factors should be done meticulously in L2 learning process.

In another comparative study conducted by Sallinen- Kuparinen, McCroskey, and Richmond (1991), the communication orientations of 249 Finnish university students at a state university were investigated. One of the primary objectives of this study was to compare the data gathered from the Finnish students with the data gathered previously from other students in different countries, such as Sweden, Micronesia, Australia, and the USA (Şener, 2014). The results indicated that the American students differed substantially from the Finnish students with respect to their WTC and introversion levels. While the American participants were reported to have the highest

level of WTC, the Finnish participants had the lowest level of WTC. However, it was found that the Finnish students were relatively more willing than the Micronesian students in communication. Further, it was seen that the Finnish students were similar to the Micronesian students in their levels of self-perceived communication competence and communication apprehension.

Unlike the other groups, it was the Swedish students with the highest level of self-perceived communication competence. When compared to the other groups, the Finnish students were found to be less willing to initiate an interaction or communication with their friends, acquaintances, and strangers. The fact that the Finnish students were also relatively less oriented towards initiating communication than the other groups was another significant result of the study. In addition, it was found that the Finns had a higher level of communication apprehension than the Americans, particularly during meetings or small group discussions. As suggested by Şener (2014), this specification of the Finnish students can be attributed to their socio-affective concerns. In other words, the Finns attribute particular importance to meetings as a form of decision making in their life. Hence, displaying such kind of sensitivity about applying formal procedures might cause apprehension or anxiety in them during communication.

In 1994, getting inspired by the previous studies conducted by McCroskey and his associates, MacIntyre investigated the relationship between a number of significant affective variables such as communication apprehension, perceived communication competence, introversion, anomie, alienation, self-esteem, and WTC. In this sense, he contrived a structural model to examine how these variables predict WTC in the first language. He argues that, of the variables stated above, the two predictive variables that directly influence WTC in L1 are self-perceived communication competence (SPCC) and communication appreciation (CA) (See Figure 1).

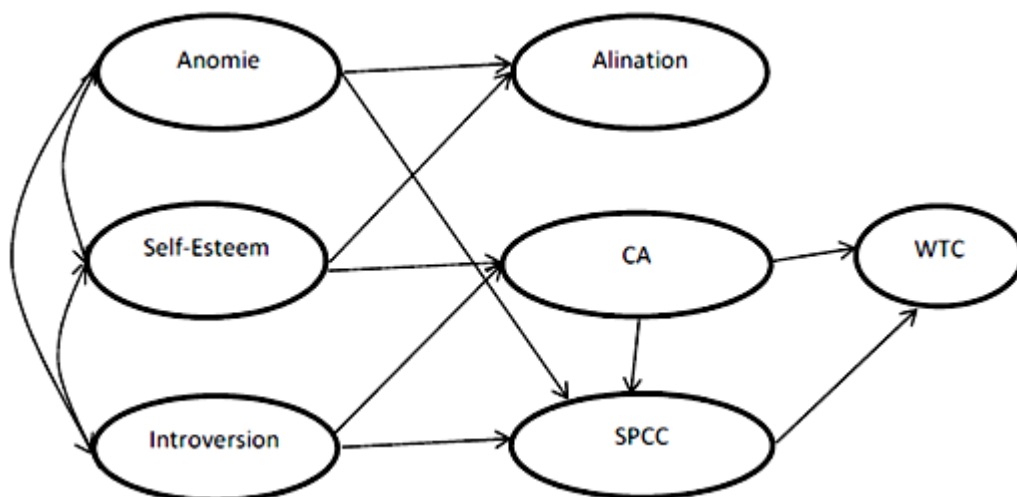


Figure 1. MacIntyre's (1994) structural model of L1 WTC and personality-based variables

In 1999, a study involving 226 university students from Canada was carried out by MacIntyre, Babin, and Clement to investigate the antecedents and consequences of WTC at both trait and state levels. In order to examine the trait aspect of WTC, such variables as communication apprehension, self-perceived competence, emotional stability, self-esteem, and extraversion were investigated by the researchers. To implement this objective of the study, the researchers gave questionnaires to the participants. To construe the state aspect of WTC, perceived competence, anxiety, and communication tasks of the students, the researchers observed 70 of the participants who got involved in a number of specific laboratory tasks voluntarily.

In the study, a structural equation model was employed to analyze the hypothesized predictors of WTC. Considering the trait aspect of WTC, it was found that the results of this study were similar to MacIntyre's (1994) study in that the correlation between self-perceived competence and WTC was considerably strong in both of the studies. However, the path from communication apprehension to WTC was not significant. That is, there was not a strong correlation between CA and WTC in this L1 study. Moreover, it was found that there was a negative correlation between SPCC and CA. The fact that the results revealed a high correlation between extraversion, self-esteem, and SPCC indicates that extroverts are likely to have higher self-esteem, more communication ability, and accordingly less apprehension in communication.

As for the state aspect of WTC, the participants who volunteered for the communication tasks in the laboratory setting were found to be more willing to communicate than the ones who did not. Similarly, the students initiating a conversation

during the lab tasks were found to be relatively more oriented towards communication than the ones who did not. And also, self-perceived competence was considered to be a significant predictor of speaking time for easy speaking tasks, whereas communication apprehension was the predictor of speaking time for difficult tasks.

Considering the results of the different studies stated above, it was found that individuals' L1 WTC is influenced by a variety of antecedents in both trait and state levels. Another variable that is considered to be influential in WTC is culture. The results of these studies also indicated that while American students' WTC levels were similar to Australian students', it was different in the case of Americans' and Europeans'. That is, the American participants' WTC levels were considerably higher than the European participants'. Another striking result of these studies was that CA and SPCC are two significant antecedents of WTC. Additionally, it was found that introverts feel more apprehensive in communication, while extroverts feel more willing to communicate.

2.4. Willingness to Communicate in Second and Foreign Language

In the early 1990s, the development of research in L1 WTC-related studies drew researchers' attention to L2 WTC studies, with a particular focus on the variables that influence L2 WTC and the distinction between L1 and L2 WTC. It is suggested by McIntyre et al. (1998) that one of the most significant differences that distinguish L1 from L2 is that of discourse language. Due to this variation, it is quite likely that communication in L2 tends to differ a lot from communication in L1 in a communication setting. Another thing that differentiates L2 WTC from L1 WTC lies in the fact that L2 WTC might have more antecedents than L1 WTC. For instance, L2 communicative competence in most of people might vary from 0% to 100%, while this is usually above a standard level in L1 communication, which is generally more than 0% (Uyanık, 2018). Since there are some other social, cultural, and political factors included in the context of L2 use, WTC in L1 may not principally lead to the WTC in L2 (MacIntyre, 1996).

Based on this major argument, McCroskey and Richmond (1987) indicated that increased frequency and amount of communication predict high willingness by generating a variety of positive outcomes in return, while decreased frequency and amount of communication predict low willingness in communication with various

negative outcomes in turn (pp. 153-154). MacIntyre, Clément, Dörnyei, and Noels (1998) investigated willingness to communicate (WTC) in second language by briefly defining it as "a readiness to enter into discourse at a particular time with a specific person or persons, using L2" (p. 543). From this point of view, they argued that WTC should not be necessarily limited to a trait-like variable as the use of an L2 calls for contextual or situational differences as well as a wide range of changes considering individuals' competence and inter-group relations (Şener, 2014). MacIntyre, Baker, Clément, and Donovan (2002) described L2 WTC as "an underlying continuum representing the predisposition toward or away from communicating given the choice" (p. 540). They laid emphasis on the situational or unstable feature of L2 WTC. They further conceptualized L2 WTC by developing a theoretical model which subsumes the notion that a number of influential factors such as motivational dispositions, social and individual contexts, behavioral propensities, and affective-cognitive contexts are correlated in affecting L2 communication and L2 WTC.

The first attempt to adapt the WTC model to L2 was made with MacIntyre and Charos' (1996) research. The two sources which they adapted their structural model from were primarily MacIntyre's (1994) model of L1 WTC and Gardner's (1985) socio-educational model of second language learning. With this path model, what they aimed was to investigate how efficient this model would be in explaining the relations between language learning and communication models, and also to find out to what extent individuals use the second language in communication. They further integrated both personality traits and sociolinguistic context into this new model in order to examine how they influence individuals' L2 WTC (See Figure 2).

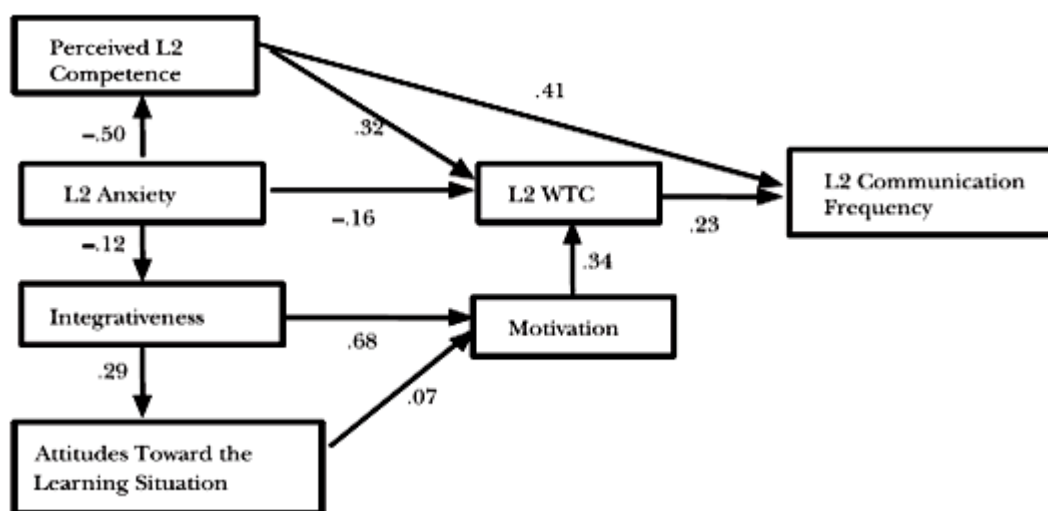


Figure 2. MacIntyre and Charos's (1996) model of L2 WTC

They employed this new hybrid model in their study to examine how often learners use the second language in their daily communications. The study was carried out with the participation of 92 Anglophone students whose native language was English and who took elementary level French speaking course in Canada. Through this study, it was also aimed to find out the relations between such variables as motivation, integrativeness, perceived L2 competence, communication apprehension, attitudes toward the learning situation, and their influence on the frequency of L2 communication. The results of the study indicated some salient findings. It was found that there is a positive correlation between the frequency of communication, motivation, L2 SPCC, context, and L2 WTC. The participants with higher motivation were reported to use the L2 in communication more frequently. Among the variables examined in the study, self-perceived communicative competence was found to be the most influential variable on the frequency of communication in L2. Given the L2 WTC, both communication apprehension and perceived competence had a direct influence on it, which was a striking result of this path model. Further, there was a positive relation between context and WTC, which indicates that students are likely to feel more willing and so initiate communication with others when they are provided with more opportunity to interact in L2 (Dörnyei, 1994). Hence, increased opportunities to use L2, a lower level of speaking anxiety, and perceived communication competence are considered to result in more WTC in a L2 communication context.

However, the results indicated that the correlation between motivation and WTC was not significant, which means that motivation was not an effective predictor of L2 WTC in this study. As a personality trait, agreeableness was reported to influence WTC as well. This finding shows that individuals who are adaptive in communication with the members of the L2 group have a more amenable character than the others who are not. Similar to the findings of the aforementioned L1 WTC studies, it was reported that communication apprehension hinders individuals from both disposing their SPCC and engaging in communication accordingly (as cited in Akdemir, 2016). Regarding both the results of this study and utility of their structural model, MacIntyre and Charos (1996) argued that this model could also be used responsively in L2 context to investigate the factors affecting communication in the second language.

In 2002, Hashimoto adapted some parts of the MacIntyre and Charos's (1996) model into the Japanese context in order to further the WTC studies in Japan. The researcher conducted a study to examine to what extent such affective antecedents as

motivation and WTC would predict the L2 communication frequency of ESL Japanese students. The researcher grounded his regenerated path model on the socio-educational model and WTC model to be able to conceptualise the findings of his study. The data analysis revealed a number of remarkable results. Contrary to the findings in some of the studies mentioned previously, it was seen that motivation and WTC influence how frequently the students use English in their classroom communications (Yashima, Zenk-Nishide & Shimizu, 2004). In addition, while perceived competence had a direct impact on WTC by contributing to more frequency of L2 use in classes, L2 speaking anxiety had a negative correlation with WTC and perceived competence. Considering the results for L2 speaking anxiety and perceived competence as two variables underlying WTC, it is clear that there is a similarity between the results of Hashimoto's (2002) study and MacIntyre and Charos's (1996) study.

After reconceptualizing WTC according to L2 context, MacIntyre, Clément, Dörnyei, Kimberly, and Noels (1998) suggested that there is no sense in limiting WTC to simply a trait-like variable. This is indeed a significant argument since the use of an L2 is liable to have some contextual differences based on unpredictable fluctuations in individuals' L2 perceived competence and inter-group relations (as cited in Şener, 2016, p. 56). Given the fact that L2 use has such a latent nature, the researchers postulated that WTC should not be regarded as a fixed variable, but in fact as a situational variable. In line with this, they developed a theoretical model in an attempt to conceptualize WTC in L2 context. This redeveloped WTC model consists of twelve constructs as well as six categories as the layers of the model. The Figure 3 displayed below shows the six major categories or layers of this model. These layers lined up from top to bottom are as follows: communication behavior (I), behavioral intention (II), situated antecedents (III), motivational propensities (IV), affective cognitive context (V), and social and individual context (VI).

In this model, factors influencing WTC are divided into two groups: enduring influences, which are the first three layers from the top, and situational influences, which are the last three layers from the bottom. The top layers (I, II, III) of the pyramid are assumed to have an immediate influence on WTC, while the bottom layers (IV, V, VI) specify relatively stable and enduring influences on WTC. They postulate that the enduring influences (e.g., intergroup relations, learner responsibility, and etc.) show long-term properties of the environment or person that would apply to almost any situation. They see situational influences (e.g., desire to speak to a specific person,

knowledge of the topic, etc.) as more transient and dependent on the specific context in which a person functions at a given time (p. 546). In this pyramid figure model of L2 WTC, MacIntyre et al. (1998) placed WTC in the Layer II and identified it as a behavioral intention, the final step before using L2. They explain WTC and some cognitive affective variables interacting with other social factors. The cognitive affective variables displayed in the model are attitudes, motivation, personality, L2 competence, and self-confidence.

As suggested by MacIntyre et al. (1998, p. 558), the heuristic model they developed was significant as it was “the first attempt at a comprehensive treatment of WTC in the L2”. Since it was generated in 1998, a number of researchers have tried to customize some parts of the model according to different contexts (Bektaş, 2005; Ghonsooly et al., 2012; Jung, 2011; Kim, 2004; MacIntyre et al., 2001; MacIntyre et al., 2003; Matsuoka, 2006; Sun, 2008; Wen & Clément, 2003; Yashima, 2002; Yashima et al., 2004; Yu, 2009) When these studies are considered thoroughly, it can be concluded that motivation, communicative competence, and language anxiety are the primary antecedents of WTC.

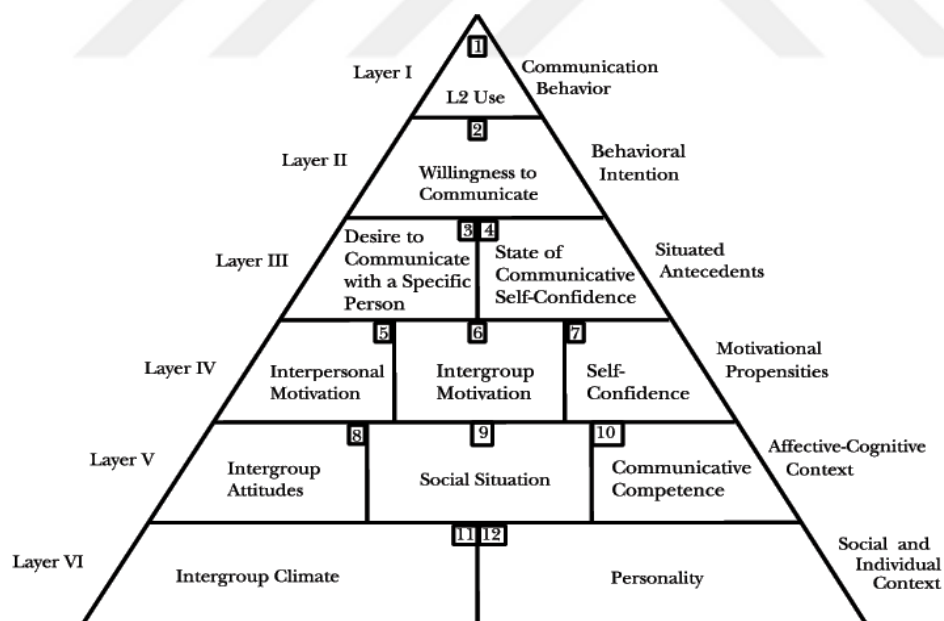


Figure 3. Heuristic model of variables underlying WTC (MacIntyre et al., 1998)

MacIntyre and his associates conducted a considerable number of studies in Canada. To exemplify, MacIntyre et al. (2001) carried out a study through which they intended to examine WTC in each of four skills, that is reading, writing, speaking, and

comprehension in a L2 French immersion program. In the study, the role of motivation and social support on L2 WTC was investigated. The participants of the research were 79 students in the ninth grade from a secondary school in Eastern Canada. In this sense, the researchers examined the participants' predispositions or reasons for learning a L2 in five sub-categories, such as school achievement, travel, job related, personal knowledge, and friendship with Francophones. The results indicated that the majority of the respondents considered these reasons as highly eligible in learning French as a L2. And so, it was seen that there was a positive correlation between these reasons for L2 learning and WTC both inside and outside the classroom. The results further indicated that social support from friends was highly correlated with WTC outside the classroom, whereas it was not so much the case inside the classroom. It was also found that there was a positive relationship between the support of friends and orientations for travel and friendship with Francophones. This result highlights an important fact in two ways.

On one hand, it is clear that situational influences like support from friends tend to display a more transient and context-dependent aspect. On the other hand, they have a crucial role in determining the specific goals of individuals in particular contexts (MacIntyre, Babin, & Clement, 1999). Regarding these results, it was agreed by MacIntyre et al. (2001) that the pyramid model was influential in both integrating different variables and demonstrating their roles with respect to WTC. In a similar study, MacIntyre et al. (2003) investigated the relationships between WTC, communication apprehension, perceived competence, and integrative motivation. The study primarily sought to explore whether these relationships differ in individual experience. They also wanted to find out how prior immersion experience would affect motivation, integrativeness, and attitudes toward L2 learning. And lastly, they investigated the effects of prior immersion experience and language, which is L1 and L2, on WTC, communication apprehension, perceived competence, and frequency of communication. The participants of the study were 59 first-year Anglophone university students from L2 French-speaking courses.

The data analysis revealed a positive correlation between full immersion experience and higher WTC, perceived competence, and frequency of communication. This means that the students' prior immersion experience contributed significantly to their WTC and L2 communication frequency in French. It was concluded that motivation was highly associated with L2 communication, whereas L2 communication apprehension induced the students to be less motivated in communication. It was also

indicated that the relationship between L2 learning motivation and WTC could not be simply explained with certain factors. In other words, some other individual, situational, or contextual variables should be considered as well to be able to explain such a tacit relationship (Masgoret & Gardner, 2003).

In the study that was carried out by Yashima (2002) in the Japanese context, it was aimed to investigate the antecedents of WTC in English. There were 389 Japanese EFL students as participants in the study, the main objective of which was to examine the relations among L2 learning and L2 communication variables in English within a foreign language context. The researcher employed the WTC model and the socio-educational model as the basis of her study. However, the researcher did not include frequency of communication as a construct in her model since the Japanese university students do not have much contact with native speakers of English in an EFL context. As such, she developed a L2 communication model which she tested by employing AMOS version 4.0. The study was conducted with a sample of 297 Japanese tertiary level students. The main hypothesis of the study was that such variables as attitude toward the international community, L2 proficiency, L2 learning motivation, and confidence in L2 communication would influence the students' L2 WTC. The results of Structural Equation Modeling (SEM) indicated that a higher level of L2 communication competence and a lower level of perceived communication apprehension were the strong predictors of WTC. Thus, this finding was in accordance with the findings of MacIntyre and Charos's (1996) study.

In addition, the results revealed that the students' international posture had an impact on their L2 learning motivation, and motivation had an impact on their proficiency in English. Although proficiency was considered to affect confidence in L2 communication, the correlation between these two variables was not found so significant. Another finding of the study was the positive correlation between motivation, self-confidence in L2 communication, and L2 WTC. In other words, it appeared that motivation influenced self-confidence in L2 communication positively, which influenced L2 WTC indirectly. A direct path was also found from international posture to WTC in a L2 indicating that there was a significant relation between these two variables. In this study, the key variable influencing WTC in this context (international posture) was defined as a 'general attitude towards the international community that influences English learning and communication among Japanese learners'. He concluded that EFL lessons should be designed well to promote students'

interest in different cultures and international affairs and activities, and reduce anxiety and build confidence in communication (p. 63).

In another study in Japan, Yashima et al. (2004) conducted two different studies with the participation of adolescent learners of English from a high school in Kyoto. In the study, they examined the factors or predictors underlying willingness to communicate in a L2. The results revealed that the Japanese students' WTC was affected by both state and trait variables as well as intergroup motivation, self-confidence, personality, and intergroup attitudes in the classroom context. Considering the first study, it was seen that the students having more willingness to communicate in different interpersonal situations were more oriented to start communication in the classroom environment. As for the study 2, the results revealed that, before their departure, the foreign students who were temporarily entitled to stay in this country were more willing to communicate by getting in contact with the Japanese students more frequently than the host nationals. (Yashima et al., 2004, p. 142). Therefore, it was concluded by the researchers that WTC was an efficient construct in terms of elucidating the Japanese EFL learners' communication behaviors, the nature of L2 communication, and some WTC-related affective variables such as motivation and anxiety.

In a more comprehensive study conducted by Matsuoka (2006), the researcher intended to develop a modified WTC model by integrating MacIntyre et al.'s (1998) model with Wen and Clément's (2003) model. In doing so, the researcher aimed at testing if the modified model would be practicable in the case of Japan as an Asian country, where traditionality is still relatively more prevailing than the Western countries in many areas of social life, even in the communication modes of individuals. In this sense, she examined the relationship between L2 WTC, L2 proficiency, and a number of individual difference variables, such as motivation, attitudes, self-perceived competence, communication apprehension, integrativeness, and introversion. The participants of the study were 180 Japanese university students, and a questionnaire as well as some tests were employed in order to gather the necessary data. The data analysis revealed four prominent variables as the predictors of the L2 willingness to communicate. Out of the four variables, SPCC was reported to be the most effective factor in contributing to L2 WTC (22%), and introversion was the second most effective factor in predicting L2 WTC (11%). The third factor was communication apprehension accounting for almost 6% of the total contribution, while integrativeness was the fourth

factor contributing to L2 WTC (4%). With the lowest percentage (3%), motivation was considered as being the least influential factor contributing to L2 WTC. On the other hand, attitudes and English proficiency were not regarded as two significant factors in the contribution of WTC.

In her study, the researcher also employed the Structural Equation Model (SEM) to investigate any causal relationships between WTC and some other variables. The results of the SEM showed that international posture was the most significant factor in predicting self-perceived competence and self-efficacy. This finding enabled the researcher to argue that international posture is likely to affect L2 WTC indirectly through self-efficacy or motivation. Similar to the findings of some previously-mentioned studies (MacIntyre & Charos, 1996; MacIntyre et al., 1998; MacIntyre et al., 1999; MacIntyre et al., 2001; Yashima, 2002; Yashima et al., 2004), it was found that communication apprehension had a direct influence on L2 WTC. That is, the more apprehensive the students were in their communication, the lower L2 WTC they exhibited, notwithstanding to what extent they felt self-confident prior to L2 communication (Kang, 2013; Liu & Park, 2013). As stated by the researcher, the significant point to consider is that having a positive international posture will considerably contribute to both the learners' self-efficacy and motivation. And similarly, a substantial increase in the learners' self-efficacy or motivation will enhance their L2 WTC levels in turn. Considering the findings of this inclusive study, she could eventually develop a path model to demonstrate the correlation between L2 WTC and the variables underlying it.

In the Korean context, Kim (2004) carried out a study in which she investigated the Heuristic model of MacIntyre et al. (1998) in order to understand if it had situational or trait-like properties. She utilized Yashima's (2002) study as the basis for her study, whose participants were 191 Korean university students. The data obtained from the SEM analysis indicated that motivation, attitude toward learning English, and desire to learn English were associated with WTC positively. Although a direct relationship between the students' WTC and their self-confidence in L2 communication was reported, the relationship between their WTC, L2 attitudes, and motivation was indirect; that is, through their confidence in L2 communication. The fact that there was not a direct relation between the learners' attitudes and WTC was a significant finding, which was different from Yashima's (2002) study. With respect to the results of the study, the

researcher argued that WTC was more traitlike rather than being situational or state (Şener, 2014).

As being one of the prominent studies, Wen and Clément's (2003) study paved the way for the subsequent researchers to be able to delve more into the nature of L2 WTC and the factors underlying it. For this, the researchers tried to readapt MacIntyre et al.'s (1998) heuristic model according to the Chinese context.

Besides, they made some necessary changes in the original structure of the model so that they could reinterpret some of the variables within the Chinese context. During their long-term observations of Chinese students' communication modes and behaviors inside and outside the school, they could find out what actually lies behind the Chinese students' reluctance to communicate in the community they live. As stated by Şener (2014), the underlying reason for this problem is how individuals develop their interpersonal relations. In other words, their relations are usually either directed by others or they are mostly submitted to the ingrained social tenets of the established order in China. Since a collectivist way of life is dominant in China, individual initiatives or attempts are often not welcomed so much. Considering this undeniable reality, the researchers argue that the Chinese students usually tend to refrain from interacting with others or initiating communication with them (Cheng et al., 1999).

The final version of the structural model they modified according to the Chinese context is as in Figure 4 below (as illustrated in Şener, 2014). Their conceptualized model includes such components as motivational orientations, affective perceptions, personality factors, and social context. Through their structural model, Wen & Clément (2003) attach particular importance to the relationship between desire to communicate and L2 WTC. One point worth mentioning is that they consider willingness to communicate as a construct different from desire to communicate. That is, no matter how much the L2 learners desire to communicate, they are likely to be unable to engage in communication if they are already unwilling to do so (McCroskey, Burroughs, & Marie, 2003). Lastly, they underlined the fact that the model they developed is just a theoretical work, so it is necessary to see whether it is pertinent to different contexts or not by testing its applicability in L2 field studies.

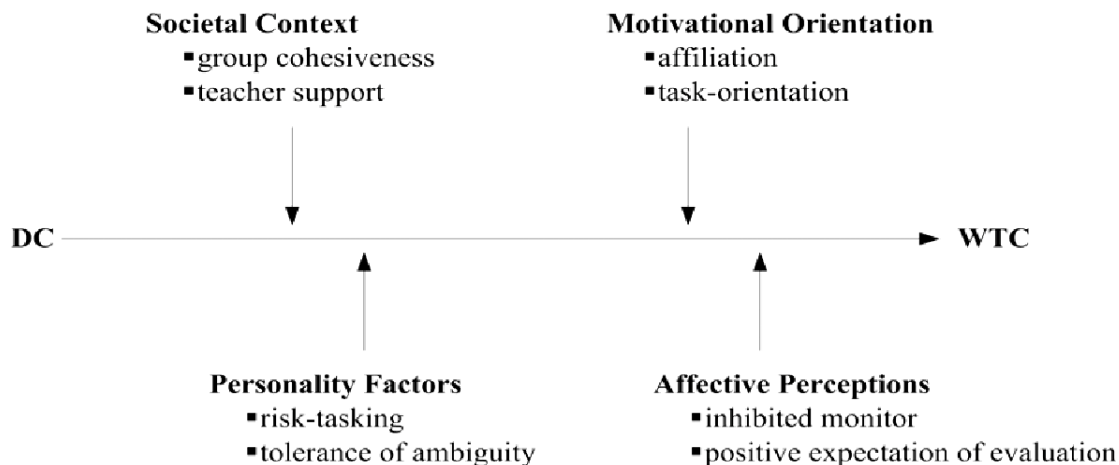


Figure 4. Wen and Clément's (2003) model of WTC and DC with their moderating variables for EFL students in the Chinese context

*DC=Desire to Communicate

2.4.1. Trait versus Situational WTC in L2 Communication

Since it was first introduced to the literature as an affective construct in the 1990s, there have been a considerable number of researchers who have employed self-report data in their studies to investigate the trait-like aspect of WTC. However, it cannot be said that the number of the studies examining the state-level or situational side of WTC through interviews or observational data is sufficient. Kang (2005) is one of such researchers who conducted a qualitative study to further probe into how situational variables and WTC are related, and how these variables influence L2 WTC as well as any potential fluctuations in WTC in L2 communication. The data for the study were obtained from four Korean male students participating in a student exchange program at a state university of the USA voluntarily. The results of the study revealed that situational variables lead to immediate variations and fluctuations in WTC during the participants' communication. With respect to this emergent and dynamic aspect of WTC, the researcher identified situational WTC as a tacit construct that might change transiently in communicational contexts due to such psychological factors as responsibility, excitement, and security. Thus, she postulated that L2 WTC is a complex situational construct rather than a trait-like disposition, which is, by its very nature, affected by the factors stated above.

In another qualitative study conducted by Peng (2007), the researcher investigated how integrative motivation would predict L2 WTC, with the participation

of 174 university students who were enrolled to an intensive English language program in China. The results obtained from the interviews and questionnaire indicated that the Chinese students were not so oriented or willing to engage in a class communication. Another significant finding of the study was that integrative motivation was not a strong predictor of L2 WTC. However, it was found that motivation was relatively more effective than attitudes towards the L2 learning situation in terms of predicting the Chinese students' WTC.

In their study, Peng and Woodrow (2010) investigated WTC in English, learner beliefs, motivation, communication confidence, and classroom environment through a hypothesized model. They employed Structural Equation Model (SEM) in their heuristic study which aimed at finding out the effects of learner beliefs and classroom environment on the participants' WTC in the EFL classroom. The data were obtained from 579 undergraduate freshmen and sophomore college students majoring in non-English disciplines from eight different universities in China. For this, the researchers used six scales by adapting them from the previous studies. Data analysis showed a strong correlation between communication confidence and WTC. In this sense, this result of the study was similar to the results found in the studies by MacIntyre et al. (1998) and Clément et al. (2003) in the Canadian context, and also Yashima's (2002) study in the Japanese context. Hence, it was concluded that communication confidence is one of the most significant predictors of L2 WTC in all L2 learning contexts. Next, the results revealed that the classroom environment played an important role in influencing the students' WTC, motivation, communication confidence, and learner beliefs. In addition, it was reported that motivation had an indirect influence on the L2 learners' WTC through their confidence. Another salient finding of the study was the direct effect of learner beliefs on the participants' communication confidence and motivation. These findings once again justified the common assumption that students with less communication anxiety and more perceived confidence tend to be more willing to communicate in the EFL classroom environment (Donovan & MacIntyre, 2004). Considering these seminal findings, they suggested that it is highly essential to investigate how diverse situational and individual factors might influence each other and lead to L2 learners' WTC conjointly.

In the study conducted by Cao & Philp (2006), it was aimed to examine both the trait-like and situational characteristics of L2 WTC. The participants of the study were four male and four female international students having enrolled in an intensive

language course for general English grammar in New Zealand. In order to measure trait-like WTC, the researchers employed a 25-item questionnaire used previously in various studies (Hashimoto, 2002; McCroskey & Richmond, 1991). For the state-level WTC, they collected the necessary data through a number of classroom observations by using in-class observation reports. And also, the data required for the participants' perceptions of the variables predicting their WTC were obtained with some semi-structured interviews.

By employing semi-structured interviews, questionnaires, and in-class observations, they aimed to examine if the students' self-report WTC would show consistency with their actual WTC behaviors in the L2 classroom environment. The self-report survey results related to trait-like WTC indicated that the students showed a tendency to communicate in their classes. Likewise, the results from the classroom observations and individual interviews regarding the participants' situational WTC justified their actual behaviors. Finally, it was concluded that contextual factors such as the level of support from friends, peer pressure, the classroom interaction, teaching styles, and the topic and tasks to be handled, whether appealing or not to the students, all have a significant effect on the learners' decision to initiate interaction with the others in the L2 classroom. To this end, it was suggested that language teachers need to take account of both individual and situational factors interdependently in order to enhance L2 learners' WTC inside or outside the classroom (as cited in MacIntyre et al., 2011; Öz et al. 2015)

2.4.2. Willingness to Communicate in Turkish EFL Context

Although recently there has been an undeniable increase in the number of the studies conducted on WTC, it would not be untrue to argue that there is still absolutely a great need to do more research on this research area in Turkish EFL context. Of the studies conducted from past to present, Bektaş's (2005) study takes an important place in L2 WTC research since it was the first study that was carried out to examine the Turkish EFL learners' WTC and its underlying variables. In her study, the researcher investigated whether the Turkish EFL learners were willing to communicate when they were provided with an opportunity to do so. As well as the relationship between WTC and socio-psychological, linguistic and communication variables, she also intended to examine how these variables would influence L2 learners' WTC. Since it was a study

with a hybrid design in which quantitative and qualitative data collection and analysis procedures were used, both a number of questionnaires and semi-structured interviews were employed to collect the necessary data for the study. As the sampling of the study, 356 university students at a state university in Turkey were selected randomly to administer the questionnaires. After the administration of the questionnaires, the interviews were done with 15 students chosen randomly for this purpose. In order to investigate the relations between L2 learners' WTC, their communication apprehension, SPCC, motivation, personality, and attitudes toward the international community, Structural Equation Model analysis was used in the study.

The interviews were also transcribed by the researcher for further interpretation and analysis of the questionnaire results. The data analysis of both the questionnaires and interviews revealed a number of striking results. It was found that L2 learners were not willing enough to communicate and also so motivated to learn English as an L2. However, they were reported to have a positive attitude towards the international community, with also a low level of L2 communication anxiety. Next, it was revealed that the students did not perceive themselves communicatively so competent in English.

In addition, they indicated that they would not perceive themselves so extraverted or sociable in their relations with others. And also, it was found that their perception of a strong personality was closely related to their perception of L2 self-confidence. Regarding the relations between the variables, the results revealed a direct relationship between the students' WTC, their perceived linguistic self-confidence, and their attitudes toward the international community. However, there was an indirect correlation between the learners' motivation, personality, and L2 WTC through their linguistic self-confidence (as cited in Yashima, Zenuk-Nishide & Shimizu, 2004, pp. 121-124). It was lastly found that there was a positive correlation between the L2 learners' personality and their attitudes toward the international community (See Figure 5).

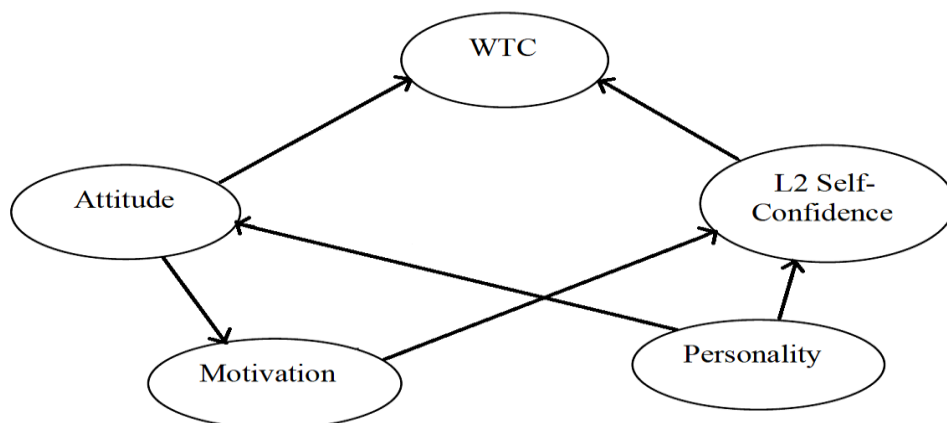


Figure 5. Model of WTC proposed by Bektaş (2005)

In Atay and Kurt's (2009) study, it was aimed to investigate the factors underlying the L2 WTC of Turkish EFL learners and their perceptions of how competent they were in their communication inside and outside the classroom. It was both a qualitative and quantitative study in which the data were gathered from 159 students at a preparatory school of a state university in Istanbul. For data collection, a questionnaire and semi-structured interviews were employed by the researchers. The results indicated a highly positive and strong correlation between the EFL learners' perceived competence and WTC, which was a finding similar to the findings of some studies previously mentioned (McCroskey 1986; MacIntyre & Charos 1996; Yashima, 2002). Further, the results revealed that the students' higher L2 WTC levels were closely related to their positive international postures. However, a non-significant correlation was reported between desire to learn English and their WTC, which denotes desire to learn English as an ineffective antecedent of WTC in this study. The results of the interviews also elicited a significant finding in that the students' WTC was influenced by a number of situational variables. At this point, it was especially noted that teacher, background knowledge, peers, and topic were found to be the most influential factors of WTC in this study.

In an attempt to investigate willingness to communicate and its two primary affecting factors, namely communication apprehension and self-perceived communication competence, Asmalı, Bilki, and Duban (2015) conducted a comparative study, whose participants were 130 Turkish and Romanian university students. A series of questionnaires were employed by the researchers in order to obtain the required results. Regarding the results of the L2 WTC of each group, it was found that the

Romanian participants had relatively higher levels of WTC than their Turkish counterparts (with a willingness mean score of 3.55 out of 10 for the Turkish students and 6.52 for the Romanian students respectively). As stated by the researchers, this finding is similar to the findings of the studies by Çetinkaya (2005) and Şener (2014) in some way. That is, in all the three studies, it was found that the participants were highly willing to communicate in the target language with their friends as the type of receivers. However, the differing side of this study from the previous two studies is in the fact that the overall L2 WTC of the participants in this study was comparatively lower than the participants of the other two studies.

Considering the results of SPCC for each group, it was found that the total mean score for Turkish participants was 4.24 out of 10, while it was 7.24 out of 10 for the Romanian participants. Thus, in comparison, it was noted that the Turkish group's SPCC levels were lower than the Romanian group's. According to the researchers, one of the interesting findings of their study was that the Romanian L2 learners felt highly competent to communicate in meetings or group discussions, whereas the Turkish L2 learners felt the least competent in such a context. And so, they drew an inference from this finding by indicating that the higher levels in the Romanian group's SPCC could be an indication of their higher self-esteem and self-confidence when compared to the Turkish group's SPCC levels. As for the results of communication apprehension (CC), it was found that the Turkish students' CC was considerably low, with a mean score of 2.06. In the case of the Romanian students, the mean score for their CC was 2.27, which was a result to be considered low as well. Lastly, it was concluded that there is a need to do more cross-cultural studies similar to theirs in order to attain more generalizable results with respect to L2 learners' WTC and different variables affecting it.

Öz, Demirezen, and Pourfeiz (2015) conducted a study to investigate EFL learners' perceptions of their WTC, communication apprehension, perceived communicative competence, L2 motivation and attitudes, and their ideal L2 self in the Turkish context. A total of 134 EFL learners who were also enrolled in an EFL teacher education program at a state university in Turkey participated in the study. For data collection, the researchers employed a number of questionnaires in order to analyze the variables under investigation. The results indicated that there was statistically a significant difference between male and female students in terms of their communication apprehension. That is, the female students were found to be more apprehensive in L2 communication. It was argued that higher levels of speaking anxiety

might inhibit L2 female learners' willingness to communicate. In addition, the male students were found to have higher mean scores in WTC, SPCC, and integrativeness, and instrumental orientations, whereas the female students were found to have relatively higher mean scores in their motivation and ideal L2 self. According to the researchers, this was a strong indication of their being highly motivated and less anxious learners who indeed hope to achieve their personal goals, wishes, and future aspirations with respect to their L2 self (Dörnyei, 2005, 2009).

The results of SEM showed a strong positive correlation between the learners' SPCC and WTC. However, there was a significant negative path from PRCA to WTC (regression coefficient = $-.17$) as well as a significant negative path from PRCA to SPCC (regression coefficient = $-.21$). In this sense, the researchers suggested that high levels of communication apprehension influence learners' communicative competence negatively, while possessing high levels of communicative competence results in more willingness to communicate in the target language. Thus, SPCC was considered as the most influential predictor of WTC in this study.

According to them, there is a considerable congruence between the findings of this study and some other studies conducted on WTC (Clément et al. 2003; Ghonsooly et al., 2012; Yashima, 2002; Yu, 2008). Additionally, the findings revealed that motivation influenced L2 WTC indirectly through the mediation of SPCC and CA. What is deduced from this, according to the researchers, is that the more motivated the L2 learners feel, the less apprehensive they get in their communication, which in turn contributes to their WTC and communicative competence. And so, they reported an indirect path from motivation to L2 WTC, which was a finding similar to several other previous studies (Ghonsooly et al., 2012; Kim, 2009; Yashima, 2002; Yu, 2008;).

Regarding this, they concluded that motivation cannot be an effective antecedent of L2 WTC by itself. Lastly, the results indicated no direct correlation between instrumental orientation, attitudes towards L2 learning, and WTC. However, it was stated that they were directly related with motivation. The SEM model proposed by the researchers indicates the relationship between L2 WTC and the other variables stated above in detail (See Figure 6).

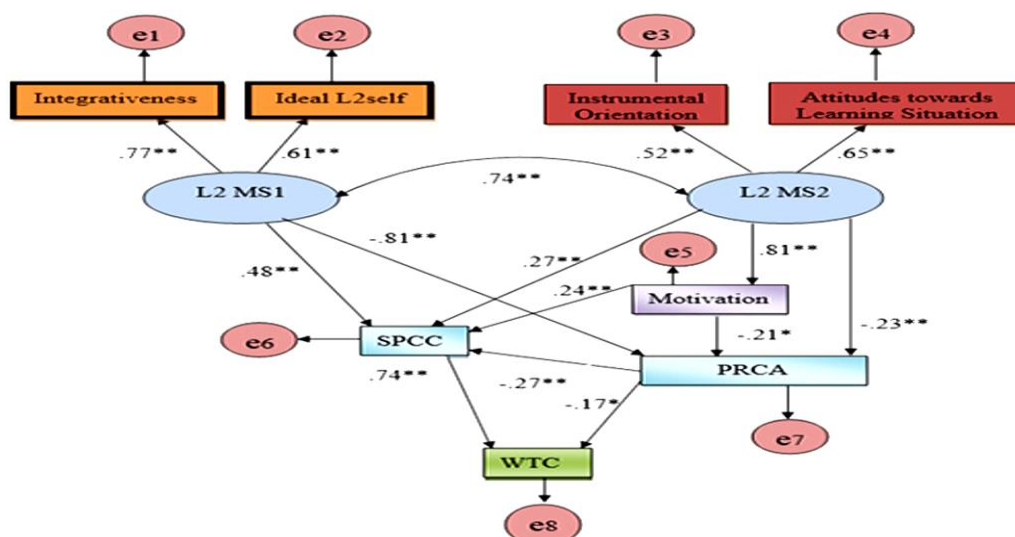


Figure 6. Öz et al.'s (2015) proposed L2 WTC model for EFL learners

Note: L2 MS 1&2= L2 Motivational System; SPCC= Self-perceived Communicative Competence; PRCA= Perceived Communication Apprehension; WTC= Willingness to Communicate

Altmer (2018) carried out a study in order to gain a more comprehensive picture of the relationship between L2 learners' motivation, perceived communicative competence, communication confidence, and WTC in the Turkish EFL context. The study was conducted through the participation of 106 EFL students who were registered in the preparatory school at a state university in Turkey. The researcher employed two different questionnaires and semi-structured interviews as a means of collecting the necessary data from the participants.

The results revealed that the participants were highly motivated both extrinsically and intrinsically. Therefore, a high correlation was noted between the EFL learners' motivation and WTC. According to the researcher, this finding was congruent with the findings of such studies as MacIntyre and Clement's (1986) and Jung's (2011). Besides, a direct relationship was found between SPCC and WTC according to the results obtained from the SEM analysis, which justifies SPCC as a highly influential predictor of L2 WTC as in the studies mentioned previously (Bektaş, 2005; Hashimoto, 2002 ; MacIntyre et al., 1998; MacIntyre & Charos, 1996; Peng & Woodrow, 2010 ; Öz et al., 2015; Yashima, 2002). A direct path was also found from motivation to SPCC. Unlike in the case of motivation, an indirect path was found from attitude to L2 WTC. Another significant result of the study was the direct paths from self-perceived communication confidence to WTC and motivation to L2 confidence. Further, the results of the qualitative data analysis indicated that the participants considered

motivation and L2 communication confidence as the most influential factors predicting their WTC in the target language.

In addition to many qualitative and quantitative studies based on various analysis methods and results, in recent years there have been a number of comprehensive research articles that have shed light on the nature of WTC and the variables underlying it, too. One of these prominent research articles was written by Akdemir (2016) in order to further explore the L2 WTC studies by elaborating their research foci and WTC-related variables. In an attempt to make more contribution to the relevant literature research in WTC, the researcher indicates that, despite a considerable number of studies conducted in this research area, they are generally limited to similar research designs and perspectives. Considering this fact, he argues that current research hinders the diachronic development of the L2 WTC conceptualization. In line with his arguments, he makes a comprehensive review of the featured academic studies of the last two decades and before. In his study, the researcher reviews the relationships, effects, and different pedagogical implications made with respect to different variables and WTC previously discussed in these studies. By recapitulating and scrutinizing the sociocultural factors, individual difference variables, and situational or contextual factors mentioned in these studies in a holistic perspective, he provides a discussion on how all of these variables influence L2 learners' WTC interdependently.

After providing a detailed analytical review of current research on WTC, Akdemir (2016) finally makes a number of effective suggestions to both clarify and fill in the gaps in the literature for further studies. One of the gaps identified by the researcher is constraining L2 WTC research to a narrowed scope of research area in which only correlational and attributional kind of studies are conducted most commonly. However, the researcher suggests an effective way out for this gap by indicating that we need to take all of the language skills as well as sociolinguistic trends such as identity, ideal L2 self, and learner autonomy into account in order to cover all the aspects of L2 communication. Another significant gap stated in the study is limiting L2 WTC studies mostly to one-dimensional research design: quantitative research. According to the researcher, an effective suggestion for this is integrating both qualitative and, if possible ethnographic research methods, into the process as well in order to expand the exploration scope of L2 WTC research (Ushioda & Dörnyei, 2009).

2.5. Individual Difference Variables from a Complex Dynamic Perspective

Even until recently, language has been regarded as a homogeneous and static system in which it has been assumed that language development takes place through certain fixed stages. However, in the past two decades, a new paradigm has emerged whose tenets differentiate it remarkably from the conventional way of thinking or paradigms. This new paradigm which is labeled as Complex Dynamic System (CDS) by Larsen-Freeman (1997) has introduced a number of significant changes and perspectives with respect to the process of second language learning, individuals' roles in this process, and individual difference variables affecting this process. From a complex dynamic point of view, Larsen-Freeman (1997) argues that language is not a fixed or stationary system. Rather, it changes and evolves as it is used between and among different individuals dynamically. She further states that this dynamism also applies to the language of native speakers as well as the target L2 learned by language learners. In other words, the development of a L2 is not discrete or stage-like, but it is more like an organic system which is constantly undergoing some motions and fluctuations (Ellis, 2007, p. 23). According to Van Geert (2008), a number of years ago, it was not even considered appropriate to mention a target-centric perspective and utter the idea that learners' language proceeds through a series of developmental stages that are not in a linear line, contrary to what was conventionally assumed beforehand.

When we consider the learners' individual variation and their performances in a L2 from a dynamic approach, Larsen-Freeman and Cameron (2008) indicate that it is virtually untenable to conceive individuals' learner characteristics and their linguistic performances as stable and monolithic (p. 593). In support of this argument, Van Geert and Van Dijk (2002) state that language is in nature an integrity of social phenomena, and it is used for social actions such as interaction and communication. Therefore, learners' individual differences, their affective states and goals, and also external as well as internal pressures and affordances will all have a considerable effect on their performances. Similarly, Ellis (2007) suggests that language learners' progress in L2 process does not take place in a consistent manner as there is considerable variation in their affective states and performances at different times. He also states that since the L2 learning context has a dynamic characteristic that is always likely to change, variation and fluctuation in individuals' learner characteristics is inevitable in nature, too.

According to Ellis, this dynamism in the classroom context exerts an inextricable influence on how they will adapt their linguistic resources to the context and what attitude or behavior they will exhibit during this adaptation. Thus, he indicates that there is a dynamic relation between the variation in individuals' learner characteristics and their performances in the L2 classroom context. Lemke (2000) also suggests that variation in learner characteristics is an outcome of the combination of various internal and external factors that work in conformity rather than working discretely. Considering this, Donato (2000) further states that a combination of cognitive, affective, and motivational factors function in an integrated unity to culminate in L2 communication behavior or preferences.

In line with what is indicated by different scholars above, Dörnyei (2009) has described individual differences (ID) as “the characteristics or traits in respect of which individuals may be shown to differ from each other” (p. 6). He argues that individual traits or ID constructs tend to show some differences among people as they are relatively stable attributes or personal characteristics that are unique to everyone. In classifying the ID taxonomies, he identifies a number of principal learner variables, such as motivation, aptitude, ability, and personality. He mentions two other factors, namely learning strategies and learner styles, as two significant variables that contribute to learners' success in a foreign or second language. Similarly, willingness to communicate, anxiety, creativity, and self-esteem are considered among learner characteristics that influence L2 learning process. Dörnyei (2009) also indicates that IDs have an essential role in the SLA process as they serve a crucial function in leading to L2 attainment or failure (p. 182).

2.5.1. L2 Learning Attitudes as a Predictor of Willingness to Communicate

Language attitude has been indicated as one of the important factors in predicting the level of success in L2 learning. Baker (1992) describes attitude as ‘a hypothetical construct which is used to explain the direction and persistence of human behavior’ (p. 10). However, Jung (2011) indicates that, for students, the attitudes they develop are not just toward the English language but also reflect all the subjective feelings associated with learning a new subject. Johnson (2001) takes a new approach to this argument and suggests that attitudes towards society are important in L2 and foreign language teaching. In accordance with what he argued, Schumann (1978) put

forward acculturation theory by stating that it is a process by which the learner becomes adapted to a new culture, learners' view of the L1 speakers and their culture, society, and his or her willingness to become a member of that group is an important factor in learning a second language (as cited in Ellis, 2011). Positive attitudes towards the target language, its people, and their cultures were found to be significant factors facilitating L2 learning. According to Johnson, attitudes towards the native speakers of the foreign language you try to learn may be very important. It is believed that when people dislike or hate the native speakers of a particular language, it is a waste of time trying to learn that language (Altiner, 2017; Bektaş, 2005; Şener, 2014). As Gardner (1985) points out, unlike other school subjects, learning a second language requires learners to familiarize themselves with the characteristics of other cultures, and thus their success depends on the attitude they hold towards these other cultures.

Gardner's (1985) Socio-educational Model proposes that two basic attitudes, that is integrativeness, and attitudes towards the learning situation, influence the learners' level of L2 learning motivation. In MacIntyre et al.'s (1998) WTC model, intergroup attitudes are interpreted as integrativeness, fear of assimilation, and motivation to learn L2. In the Japanese EFL context, Yashima (2002), and similarly Bektaş (2005) in the Turkish English as a foreign language context, assumed the 'international posture' construct as a replacement for 'integrativeness' in order to capture EFL learners' attitudes toward the international community.

Jung (2011) investigated Korean students' WTC in English and individual difference factors related to WTC. The findings revealed that students had positive attitudes, which indirectly affected WTC in English. The findings of her study in terms of the paths from communication confidence to WTC, motivation to confidence, and attitudes to motivation were supported by previous research studies (Kim, 2004; Yashima, 2002). Attitudes indirectly affected WTC in English. Students' attitudes and their personality were found to be correlated with each other. Additionally, Sun (2008) investigated motivation of non-English major students in Taiwan and found that students' attitudes toward learning English were not positive. The researcher concluded that students' motivation and WTC using English in conversation class may change when the socio-cultural factors such as teacher's attitude and learning environment changes.

Yu (2009) examined the WTC construct in a Chinese ELT college setting and found that attitudes of the participants towards the learning situation were the best

predictor of WTC in English ($\beta = .192$) among the four predictors, integrativeness, attitudes towards the learning situation, motivation, and instrumental orientation. Ghonsooly et al. (2012) examined the willingness to communicate in the second language and its underlying variables among non-English major students in Iran and their study results revealed that L2 self-confidence and attitudes towards international community were two significant predictors of L2 WTC.

In the Turkish EFL context, Kızıltepe (2000) attempted to investigate the attitudes and motivation of Turkish learners towards English and found that the most important reasons for learning English for Turkish students are instrumental purposes: finding work after graduation, after university, and using the internet. In her study, she also revealed that most of the Turkish learners in her study have only a moderate interest in the British and the American communities and culture and having conversations with British and American people was regarded as unimportant.

Üzüm (2007) investigated the attitudes of university students towards English language and English speaking societies by employing a mixed research design. He found that Turkish EFL learners at sampled universities had favorable attitudes towards English language and speakers as a result of their interest in the cultural products of the English speaking societies and the instrumental value of English as a global language. However, a significant finding of the study was that students possessed some undecided opinions regarding American movies. It was also revealed that most of the respondents were of the opinion that Turkey has not had friendly relations with Britain throughout its history. He concluded that the students like the people, language, culture of these groups, but what they do not like is mainly their state policies.

Another example from the Turkish EFL context is Bektaş's (2005, p. 129) study, the results of which indicated that non-major college students had positive attitudes toward international community, and their willingness to communicate in L2 was found to be directly related to their attitudes toward the international community and SPCC. According to her, students who have positive attitudes toward international community are motivated to learn English, and their level of motivation leads to WTC by affecting their perceived competence. Her findings are consistent with Yashima (2002) and Yashima et al. (2004), but in the Korean EFL context, Kim (2004) found an indirect relationship between their motivation and attitudes through confidence in English communication.

2.5.2. The Definition of Emotional Intelligence and EI as a Predictor of WTC

In 1985, Bar-On, a clinical psychologist coined the term EQ (emotional quotient) to assess emotional intelligence according to his approach (Seal, Boyatzis & Bailey, 2006; Singh, 2006). However, emotional intelligence as a concept was formally introduced by Peter Salovey and John Mayer (1990) in an article titled “Emotional Intelligence” in a journal named *Imagination, Cognition, and Personality*. They gave the first formal definition and also described the related skills to the concept. They suggested that emotional intelligence is “the subset of social intelligence and involves the ability to monitor one’s own and other’s feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions” (p. 189). They put special emphasis on Gardner’s personal intelligences (interpersonal and intrapersonal) and remarked that the feelings referred in personal intelligences are close to emotional intelligences (Tosun, 2013).

In the conceptualization of emotional intelligence, Salovey and Mayer (1990) found out the common features by compiling scattered set of findings of the preceding works and stated that in emotional intelligence there are appraisal and expression of emotion, regulation of emotion, and utilization of emotion. Their model enabled the development of ability-based tests of emotional intelligence (Salovey & Grewal, 2005) and contributed to the scientific development of emotional intelligence. In 1997, Mayer and Salovey refined their definition and described four distinct abilities which are: perceiving, using, understanding, and managing emotions in various situations. For them, emotional intelligence is a set of interrelated skills that lets people use emotional information in an efficient and accurate way (Mayer, Caruso & Salovey, 1999). In 1997, Bar-On developed an alternative model of emotional intelligence and created EQ-I, known as the first test to measure emotional intelligence.

After Salovey and Mayer’s (1990) introduction of emotional intelligence (EI), a great number of studies have been conducted on the role of emotional intelligence in many fields from health to business. Upon realizing the possible outcomes of the concept, also academic environment struggled to assemble emotional intelligence with school curriculums (Fernandez-Berrocal & Extremera, 2006), stating that emotional and social learning is a missing construct in education (Kristjansson, 2006). Most of the studies in the context of education dealt mostly with the relationship between emotional

intelligence and academic success giving valid and reliable results in different conditions with varied models of measure (Bar-On, 2006).

The reason why emotional intelligence was welcomed by many researchers can lie in the problems of traditional standards in language education. For Fernandez-Berrocal and Ruiz (2008), until the end of 20th century, only intellectual and academic dimensions of education have been prioritized lacking the skills to deal with negative and destructive emotions. By the same token, there have been many confrontations and doubts about the design of curriculum or the approaches adopted and even some claimed that the emotional intelligence-related skills such as emotional awareness or social interaction are indispensable for educational context (Romasz, Kantor & Elias, 2004). This idea questions the earlier view of focusing on core curriculum and seeks ways to equip learners with skills which will address their emotional being to challenge life (Humphrey et al., 2007), and increase the quality of a learner's life experience (Blair, 2002).

There appeared many researches in the field supporting emotional intelligence integrated school education. For example, Walker (2001) conducted a study on the relationship between emotional intelligence and academic success of college students. The number of participants was 1205 and students' scores from EQI were compared to their grade point averages (GPA) suggesting that there is a significant relationship between emotional intelligence and academic success. In her study, the researcher found some positive correlations between GPA and emotional intelligence scales (intrapersonal, interpersonal, stress management, adaptability, and general mood).

Shuford (2003) is also of the opinion of implementing emotional intelligence in schools suggesting that emotional intelligence and academic achievement are closely correlated. For him, students with inability to deal with emotions cannot concentrate on cognitive tasks. Therefore, emotional literacy cannot be separated from education context. In another study, in 2004 Parker and his colleagues studied with 667 high school students in Canada using Bar-On EQ-I. The correlation between emotional intelligence and academic achievement was found to be .41 indicating that there is a moderate but statistically significant relationship between the variables. The results showed that emotional intelligence has at least 17% role in predicting academic achievement of learners. Their study also displayed the capability of emotional intelligence measure (EQ-I) in distinguishing EFL students' performance.

In 2001, Jaeger conducted a study on the relationship between emotional intelligence, academic achievement, and learning styles. There were 158 participants, half of whom were educated with a curriculum in which emotional intelligence skills were implemented and the other half followed an ordinary curriculum for one semester. At the beginning and end of the semester, the researcher applied EQ-I inventory to differentiate the effectiveness of emotional intelligence-based curriculum. To determine students' academic achievement GPA was used and the results signified that there is a positive relationship between emotional intelligence and academic achievement. Moreover, by the end of the semester, students in emotional intelligence-based curriculum had higher scores compared to the other half implying that emotional intelligence level of students can be increased and an increase in emotional intelligence leads to an increase in achievement as well. As Bar-On (2006) also claims, "the enhancement of the weaker emotional-social intelligence competencies and skills is expected to increase performance at school" (p. 19).

Some studies have also been conducted in various EFL contexts giving a special focus on the relationship between anxiety and emotional intelligence. For instance, Rouhani (2008) studied with literary excerpts as reading materials in order to understand the effect of cognitive-affective course. In this course, literary excerpts were used as learning materials and guided classroom activities. The group work and discussion or journal writing activities gave a chance to the learners to empathize with the characters and this helped them to express their emotions and use them to solve the problems that occurred in various events. The results showed that the students in the experimental group had higher emotional intelligence skills and their foreign language anxiety lowered by contributing to their L2 learning performance. With the implementation of emotional intelligence-supported programs, the outcomes may lead to "a caring school community where students feel understood, respected, and cared about, and this spirit of empathy and care will gradually spread to the wider community so that family and society can benefit adequately" (Kristjansson, 2006, p. 53).

CHAPTER III

3. METHODOLOGY

3.1. Research Design

The main purpose of the present study is to examine the willingness to communicate of Turkish and Syrian EFL learners in Turkish EFL context and its relation to different variables, namely L2 learning attitudes and EI perceptions. For this purpose, a mixed-method approach was utilized. That is, both quantitative and qualitative data collection and analysis methods were conducted accordingly.

Taylor and Trumbull (2005) mention the similarities and differences between these two types of research methods and argue that quantitative methods are objective and reliable, while qualitative methods are subjective by providing more detailed data. While quantitative research is used to describe a particular phenomenon as well as indicating how it can be controlled through different treatments, qualitative research aims at identifying individuals in a particular study within their natural settings. Moreover, while the researcher assumes an objective position in quantitative research and data is collected through objective measurements, human judgment is needed for analysis, coding, and observations in qualitative research.

In addition to these two research methods, mixed method is also recommended as a link between quantitative and qualitative methods. Adcock and Collier (2005) suggest that mixed method is more efficient than merely quantitative or qualitative approaches because it does not only support but also validate research data or findings of a study. They further propound that a professional researcher needs to be able to employ both research methods in order to support the data and verify or reject the findings of a study accordingly. In support of Taylor and Trumbull (2005), Tavakoli (2012) also highlights the efficiency of mixed-method approach in terms of enhancing the strength and minimizing the weaknesses or limitations of a study. According to him, a researcher needs to creatively use both quantitative and qualitative methods in an effective combination in order to increase the reliability and validity of a study.

According to Tavakoli (2012, p. 365) the mixed method has three main features; timing, weighting, and mixing. Of the three features, timing accounts for the order in which quantitative and qualitative data collection and analysis are employed by the researcher in the study. Second, weighting accounts for the relative significance or

priority assigned to each data type. As the third feature, mixing accounts for how two methods, quantitative and qualitative, are used in a combination in a particular study. According to the researcher, mixing has a malleable aspect that can occur at each stage of a study: during data collection, data analysis, interpretation, or discussion of results accordingly.

In accordance with the purpose of the study, the methodology used in this study is the sequential explanatory model. As indicated by Creswell (2003), the sequential explanatory model consists of two respective phases: the quantitative phase followed by the qualitative phase (Creswell, 2003). In this model, the quantitative data is initially collected and analyzed by the researcher according to some important criteria. As the second step, qualitative data are gathered and analyzed so that it can help the researcher to explain and interpret the quantitative findings obtained beforehand more into depth. As further stated by Creswell (2003), the primary reason for employing this approach is that both quantitative data and the subsequent analysis provide a general understanding of the research problems. On the other hand, qualitative data and analysis improve and explain these statistical results by examining participants' views or perceptions in a more detailed way.

Based on what is stated above, the numerical or statistical data of the study were collected through a set of questionnaires and scales, the reliability and validity of which was verified through various research studies previously conducted in different EFL settings. Similarly, qualitative interviews were conducted to obtain more data for the quantitative data. While a set of questionnaires and scales were used to collect the quantitative data, semi-structured interviews were conducted to obtain the qualitative data. And also, translation and back translation methods were utilized in an attempt to ensure the accuracy of the instruments. In other words, the original instruments were first translated into Turkish and translated back into English in order for the participants to understand the items of the instruments and respond to them as accurately as possible.

In order to analyze the semi-structured interviews conducted with both student groups, qualitative research method, which has a flexible working feature by providing in-depth and detailed study, was utilized in the present study (Hammersley, 2013; Patton, 2002). There is an effort to understand the subject in depth in studies that are designed with qualitative method (Karataş, 2015). In this sense, Creswell (2016) further indicates that phenomenology is a process in which individuals' experiences about a

phenomenon are defined. Besides, it is the process of revealing individuals' perceptions, experiences, and associations with particular phenomena (Yıldırım & Şimşek, 2006). The primary focus of phenomenology is on the meaning of the phenomenon that is studied and explains the meaning of the individuals' experiences in relation to the subject (Onat Kocabıyık, 2015). In the present study, the perceptions and self-reported beliefs of the students considering their L2 WTC, attitudes towards L2 learning, EI levels, and the factors influencing these variables were examined within the context of phenomenological model.

3.2. Research Questions

The major research question of the present study is: What are the Turkish and international Syrian EFL learners' perceptions of their willingness to communicate (WTC) in English inside and outside the classroom?

The sub-research questions to be investigated in the study are:

Research Questions

1. What are the Turkish and Syrian EFL learners' perceptions of their willingness to communicate (WTC) in English inside and outside the classroom?
2. What are the Turkish and Syrian students' perceptions of their attitudes toward (AT) learning English as a foreign language and emotional intelligence (EI) levels in the Turkish EFL context?
3. Do the Turkish and Syrian students' levels of L2 WTC, AT, and EI differ from each other significantly with respect to the nationality and gender variables?
4. Is there a meaningful relationship between the Turkish and Syrian students' perceptions of their WTC, AT, and EI?
5. How do the identified variables predict L2 WTC inside and outside the classroom?
6. How do both groups of the students self-report their beliefs about their WTC and EI levels in English speaking classes and attitudes toward English as a foreign language?
7. What factors do influence both groups of students' WTC and EI levels in English speaking classes, and their attitudes toward English as a foreign language?

3.3. Setting and Participants

The present study was conducted at the Higher School of Foreign Languages at Gaziantep University in the winter and spring terms of the 2019-2020 academic year. Gaziantep University is a state university located in the South-East of Turkey. The participants of the study were the Turkish and Syrian EFL students currently studying at the Preparatory School of Gaziantep University. The quantitative data were gathered from 200 students ranging in age from 17 to 29. Special care was taken to comply with some significant steps in the selection of students to participate in the scales and questionnaires of the study. In line with the purpose of the study, purposive sampling method was employed for the selection of the participants in the quantitative part of the study. According to Teddlie and Yu (2007), purposive sampling method, which is also called judgmental or expert sampling, is known as a type of non-probability sampling. The main objective in purposive sampling is to produce a sample so that it can be assumed to represent all the population reasonably. This is often accomplished by applying expert knowledge of the population to select a sample of elements representing a cross-section of the research population in a non-random way (Johnson & Christensen, 2008). Therefore, the research classes in the present study were selected on purpose and the scales were planned to be administered to all of the students in these classes.

Correspondingly, the scales and questionnaires that were planned to be conducted with a total of 200 students from both student groups, that is Turkish and Syrian students, were combined and organized into a composite format. Each of these composite scale sets was numbered from 1 to 200, respectively. Then, the scales and questionnaires were presented to the students, who had been previously informed that the scales and questionnaires would be applied on the day and time determined for them, according to a sequence number to be assigned to each one of them. After the necessary and on-site information was provided to the students in order to understand whether they had any problems, misunderstandings, or opinions with respect to the employment of the scales or questionnaires, the students were allowed to fill in and respond to the items of the composite survey instrument under the supervision of their lecturers. A total of about 30 to 40 minutes was found to be sufficient for the students to be able to complete the survey instrument efficiently. After the scales were applied and collected according to the predetermined schedule, the data obtained were checked as

meticulously and carefully as possible by the researcher for several times. Subsequently, the data from the numbered questionnaires and scales belonging to both student groups were transferred to the SPSS v26 data analysis program item by item in order to analyze the available data as efficiently as it should be. After the analysis of the data was completed, for the interviews, the students having the highest, medium, and lowest overall mean scores in their L2 WTC, L2 attitude, and EI levels were contacted via their e-mail addresses and phone numbers they had written on their survey instrument sets upon their wishes.

Table 1 shows the distribution of sampling in the quantitative part of the study according to various variables.

Table 1
Distribution of the Sampling According to Various Variables

Variable		N	%
Gender	Female	79	39.5
	Male	121	60.5
	Total	200	100
Nation	Turkish	100	50.0
	Syrian	100	50.0
	Total	200	100
Age	17	10	5.0
	18	38	19.0
	19	62	31.0
	20	34	17.0
	21	29	14.5
	22	11	5.5
	23	5	2.5
	24	4	2.0
	25	4	2.0
	28	3	1.5
	Total	200	100

At Gaziantep University, students are offered such undergraduate and graduate degrees as bachelor's degrees, master's degrees, and doctorate degrees in a number of study areas. In this sense, students have a wide range of opportunities to maintain and complete these degree programs that are offered at almost 20 faculties, 5 institutes, 2

applied schools, 1 conservatory, and 11 vocational schools. Further, Gaziantep University provides its students with a one-year comprehensive English preparatory program. Since approximately 70% of the education at the university is maintained in foreign language, English language is the primary medium of instruction in many faculties. In addition, having both compulsory and voluntary options, this one-year English preparatory program sounds highly appealing for many students who want to continue their university education there. The foreign language program also provides university students with low proficiency levels with gaining and improving their basic L2 skills by preparing them to become individuals who are both willing and determined to build an ideal academic life. In order to achieve this significant academic goal, a two-semester intensive foreign language program is organized every academic year to promote students' listening, speaking, reading, and writing skills as efficiently as possible. To this end, at the beginning of each new academic year, students who are obliged to attend the foreign language preparation program and those who cannot get the necessary points from the exemption exam are placed into different classes for appropriate levels on a regular basis every year. In the preparatory class, the students need to get a sufficient total grade which is at least 65 out of 100 in order to pass the class successfully.

As mentioned above, the ultimate goal set at Gaziantep University Higher School of Foreign Languages is to create both expedient and sustainable learning environments that are suitable for EFL students during foreign language learning process. Additionally, the university aims at enhancing its students' scientific knowledge and academic skills that will help them to benefit from different foreign language-based experiences throughout their academic as well as social life. For this goal, the Higher School of Foreign Languages offers the students 23 to 25 hours of language instruction for over thirty-two weeks in two semesters of each academic year.

Regarding the conduct of L2 education at the prep school, there are three effective programs with such various codes as YDBI 100, YDBI 101, and YDBI 200. As it is seen in Table 2, the 200-coded program is offered to students choosing English language either as the science language or their prospective profession. This intensive program is designed to better improve the linguistic skills of the students' having already studied English in high school and entered the university through the Foreign Language Exam (YDS). As such, the EFL students study 23 hours of English each week in this program, the ultimate goal of which is to provide students with CEFR C1 level

L2 skills. And due to their relatively higher level of linguistic skills, the students in this program are considered as ADV (Advanced) EFL learners.

The 101-coded program is offered to undergraduate students whose scores in the placement and exemption exams are not sufficient enough to directly pass to their departments. In such a case, they need to take compulsory English preparatory education for an academic year at the prep school as the language of instruction in their departmental programs is fully (100%) or partially (30%) English. As in the previous EFL program mentioned above, students in this program receive 23 hours of English instruction per week, and it is aimed not only to improve students' L2 linguistic skills but also equip them with CEFR B1 level English skills. Unlike in the previous program, students in this program are classified as ELE (Elementary), PIN (Pre-intermediate), and INT (Intermediate). ELE (Elementary) level is organized for EFL students having little or almost no background linguistic knowledge in English language. PIN (Pre-intermediate) level is organized for students who have already studied English but have linguistically insufficient knowledge in the target language. And lastly, the INT (Intermediate) level is offered for students having already studied English adequately, and so are considered as relatively more proficient in L2 despite not having gotten enough scores to pass to their departments.

Moreover, the last program, namely 100-coded program, is offered to students whose primary goal is to improve their L2 skills by participating in a one-year English preparation program voluntarily despite the fact that the language of instruction in their departments or faculties is mostly Turkish. Similar to the previous two programs, EFL learners in this program receive 23 hours of English education and the objectives of the program are specifically designed according to the CEFR A1, A2, or B1 levels. Students are offered courses at three levels as in the 101-coded program; ELE (Elementary), PIN (Pre-Intermediate) and INT (Intermediate).

Table 2

Weekly Course Hours in English Preparatory Programs

Programs offered at the preparatory school	Levels	Weekly course hours
YDBI 100	ELE/PIN/INT	23 hours
YDBI 101	ELE/PIN/INT	23 hours
YDBI 200	ADV	23 hours

As a requirement of the modular system, two exit exams are applied per semester to measure the students' diverse language skills and grammar knowledge in each module. And also, in order to maintain the students' process of evaluation healthily, a number of informed / unannounced quizzes, speaking exams, writing tasks, presentations and / or written as well as speaking portfolio studies are carried out in each program accordingly. Additionally, the evaluation process both includes the assessment of whether each modular program works successfully and the role of teaching staff throughout the programs. In this sense, depending on the requirements of each module, students must score at least 60 or 65 or more out of 100 in all levels of modular system in order to fulfill the attendance requirement and move on to the next level. Students who are not successful in any of the modules repeat that particular module by retaking the placement exam in line with their needs.

Considering the qualitative phase of the study, which was aimed to give more details about the Turkish and Syrian students' willingness to communicate and antecedents of WTC, the researcher chose 12 students among the students who had completed the questionnaires and scales in order to conduct the interviews respectively. Six students from each student group with highest, medium, and lowest WTC scores were specifically selected from the students who had previously participated in the scales employed by the researcher. With this purpose in mind, the participants of the semi-structured interviews were selected through criterion sampling, which is one of the purposive sampling methods. In this study, the main criterion for the selection of the participants was that they were B1⁺ level students and had the highest, medium, and the lowest WTC scores, which was essential in order to better understand the perspectives of both student groups about willingness to communicate and the other factors affecting it in the EFL classroom setting. Kvale (1996) indicates that "in current interview studies, the number of interviews tends to be around 15±10" (p. 102). The sampling procedure was established to obtain in-depth information about the students' L2 WTC levels, attitudes towards L2 learning, and their EI levels. Among the 12 participating students, 6 of them were female and 6 of them were male ranging from ages 18 to 29.

As seen below, Table 3 presents the distribution of the interviewees according to various variables.

Table 3

Distribution of the Interview Participants according to Various Variables

Pseudonym	Age	L2 Learning time	Communication with Foreigners	First L2 Experience
ABC-Brave	28	1	Usually	at primary school
English Enthusiast	20	10	Usually	at primary school
Crazy Inventor	21	1	Sometimes	at primary school
Moonshine	18	10	Twice a month	at primary school
Zeynep	27	17	Once a month	at secondary school
Bilgin-z	18	10	Sometimes	at secondary school
Anas	24	2	Once a month	at secondary school
Saeed-Alhamad	20	2	Usually	at primary school
Nizar	20	1	Hardly ever	at secondary school
Angelix	19	7	Never	at primary school
Elhamet	21	5	Usually	at university
El Afra	29	1	Sometimes	at primary school

In the second semester, all of the students who were entitled to be B1 and B1⁺ students followed English File as their main course book. The fact that all four skills (listening, speaking, reading, and writing) are effectively integrated in this course book enables the EFL teachers at the prep school to adopt communicative language teaching (CLT) approach as efficiently as possible. In addition to their English books, all of the students were also provided with some extra interactive course-related materials for each program during the second semester. To this end, all of the students are required to successfully complete their programs with a satisfactory total average score obtained from all the modules during the year and the final exam held at the end of each academic year. After completing their one-year English preparatory program, students are assigned the right to maintain their undergraduate education in their faculties.

3.4. Instrumentation

Since the present study had a mixed design, it combined both qualitative and quantitative research methods during the data collection phase. The instruments that were employed in this study included two questionnaires, three scales, and semi-structured interviews. Each of these instruments is explained below in detail.

3.4.1. The Questionnaires and the Scales

In the current study, quantitative data were collected by means of two questionnaires and three scales, whereas qualitative data were collected through semi-structured interviews. In order to better understand the participants' education backgrounds, age, L2 learning experience, how long they have been learning L2, two questionnaires with 8 items and 7 items were employed in the study. They consist of questions that require information about students' background knowledge such as age, gender, class, nationality, and how long they have been studying English. Besides, the scales used in the study were conducted appropriately in order to measure the Turkish and Syrian students' perceptions of their willingness to communicate, attitudes towards L2 learning, and emotional intelligence levels. The scales employed in the study are presented as follows.

Willingness to Communicate Scale (WTC): 16 items (Cronbach's alpha= .97). It was originally developed by McCrosky (1992) and employed to assess the Turkish and Syrian preparatory school students' willingness to communicate levels in English. McCrosky's (1992) study provided a two-factor solution for WTC: WTC inside the classroom (e.g., willingness to communicate with teachers inside the classroom) consists of 6 items and WTC outside the classroom (e.g. willingness to communicate with foreigners outside the classroom) consists of 6 items. The students responded to each item on a 10-point scale from 1 (never communicate) to 10 (always communicate) accordingly (see Appendix- F for the WTC Scale).

Attitudes towards English Language (AT) Scale: 45 items (Cronbach's alpha= .93). It was originally developed by Gardner (1985) as Attitude and Motivation Test Battery (AMTB), and then adapted by Boongrangsri et al. (2004) to find out the learners' attitudes towards L2 learning. Boongrangsri et al.'s (2004) study indicated a three-factor solution for Attitude Scale: Behavioral Aspect consisting of 15 items, Cognitive Aspect consisting of 15 items, and Emotional Aspect consisting of 15 items. The students could choose their ratings for each item on a 5-point scale from 1- strongly disagree to 5- strongly agree (see Appendix- G for the AT Scale).

Emotional Quotient Inventory (EQ-I): 45 items (Cronbach's alpha= .88) It was adapted by Samouei (2005) from Bar-On (1997) to examine the learners' EI levels. Samouei's (2005) study indicated a five-factor solution for EQ-I scale: Intrapersonal Intelligence consisting 12 items, Interpersonal Intelligence consisting of 9 items, Adaptability

Intelligence consisting of 9 items, Stress Management Intelligence consisting of 8 items, and General Mood Intelligence consisting of 8 items. The students could choose their ratings for each of the items on a 5-point scale from 1- never to 5-always (see Appendix- H for the EI Inventory).

3.4.2. Instruments for Qualitative Data

For the qualitative data collection, semi-structured interviews were conducted with 12 students. The qualitative data were obtained through these interviews with the students in a consecutive way. In this respect, a pilot study was conducted with 5 different volunteers at the same proficiency level (B1⁺) before the main interviews were conducted with 12 participants. As briefly stated by Van Teijlingen and Hundley (2010), pilot studies are a kind of preliminary, small-scale rehearsals that are conducted by the researcher to test the methods planned to be used for a research study. The significance of pilot studies lies in the fact that the results of them can guide and contribute to the methodology of a larger-scale investigation (Kim, 2011). Through this pilot study, it was aimed to ensure the feasibility of the interviews and check the relevance, intelligibility, internal consistency, and validity of the items or questions in the interviews before the main study took place (for the Pilot Study, see Appendix- D). The interview questions were designed to obtain necessary information about the students' backgrounds (their English learning and communication experiences in their classes), perceptions of their WTC in English, attitudes towards learning English, emotional intelligence levels, and factors influencing the students' L2 WTC, attitudes, and EI levels. In this sense, the interviews were conducted in both Turkish and English languages, upon the request of the students, in order to receive more detailed responses from them.

After the pilot study was carried out, the results obtained were reviewed by the researcher in detail for several times and some changes, additions, and deletions were made in accordance with the necessary adjustments. After consultation with three experts in different disciplines for their opinions and suggestions regarding the necessary organizational arrangements, the final version of the interview forms consisting of five main categories was obtained (for the Main study, see Appendix- J). Following this, the participants having agreed in advance to participate in the main

interviews voluntarily were asked to answer each question in the interview forms in as much detail as possible.

3.5. Data Reliability and Validity Issues

In order to estimate the internal consistency reliability of the measuring instruments, Cronbach's Alpha was employed. According to the U.S. Department of Education (1997), reliability intervals have been defined as; between 0.00-0.49 the reliability of the instrument is low, between 0.50-0.79 the instrument is reliable, and between 0.80-1.00 the instrument is highly reliable. In addition, the overall reliability of a scale is considered as acceptable by Fraenkel & Wallen (2003, p. 168), and Büyüköztürk (2011), who indicate that reliability needs to be at least .70 and preferably higher (as cited in Altuner, 2017).

As for the reliability analysis of the WTC, attitudes towards L2 learning, and EI levels of the students, all the sub-categories were examined in detail, and it was found that the reliability coefficients of each scale were higher than .80, which was highly reliable. The details about the reliability coefficients (Cronbach's alpha) of the scales employed in the study are presented below in Table 4.

Table 4

Reliability Coefficients of the Scales Employed in the Study (Cronbach's alpha)

Scales	Cronbach Alpha
Willingness to Communicate Scale	.975
Emotional Intelligence Scale	.880
Attitude Scale	.937

In qualitative research, the researcher has an important role in interpreting the findings of a study. However, the researcher should avoid personal opinions or beliefs while interpreting the data (Creswell, 2003, p. 208). In order to ensure the reliability and validity of the study, the opinions and perceptions of the students from the two groups were frequently quoted. Likewise, in order to increase the validity of the research, the research process has been described in detail. For this purpose, the research model, study group, data collection tool, data collection process, data analysis and interpretation were described in detail. At the end of the interviews, the researcher also

summarized the information he gathered to the participants, and thus it could be determined whether their perceptions reflected the obtained data correctly. In addition to this, the demographic characteristics of the students participating in the study were explained in detail. In this way, external reliability was also provided in the study.

3.6. Data Collection

Data of the study was collected in March, 2020 in the middle of the spring semester of Academic Year of 2019/2020 at Gaziantep University, Turkey. The study population was the EFL Turkish and Syrian students who were attending one-year preparatory school at Gaziantep University. As the first step, students were given a consent form which asked for their permission to participate in each phase of the study and guarantee their information confidentiality (For the consent forms, see Appendix- D and E). Then, the questionnaire was administered to all of them during the regular class hours for the quantitative data. Approximately, each student needed 30-40 minutes (almost a class hour) to complete the questionnaires and scales. Firstly, descriptive statistics of the quantitative data were carried out for WTC, ATE, and EI scales.

In order to collect data for the qualitative research, the researcher employed a semi-structured interview method. In this interview technique, the researcher prepares the interview protocol that includes the questions he/she plans to ask beforehand (Türnüklü, 2000). Due to the flexibility that semi-structured interviews provide to the researcher, the researcher may intervene in and guide the interviews when necessary. In line with the interview form, which includes open-ended questions as well, the researcher can also ask some different questions to the participants during the interviews in order to access more and detailed information (Altiner, 2017; Bektaş, 2005; Kanat Mutluoğlu, 2020; Şener, 2014).

As Teddlie and Tashakkori (2015) states, interview is a powerful data collection tool that can provide the researchers with a lot of information or data required. While preparing the interview form, the relevant literature was scanned and expert opinions were also taken. Then, the questions in the form were developed and a pilot study was carried out with approximately 10% of the study group after receiving a collateral expert opinion (Two faculty members from the field of educational administration and three faculty members from the field of educational programming). Based on the pilot scheme, the questions that were misunderstood or not understood by the students clearly

were excluded from the interview form so that the final version of the interview questions could be reached. However, a significant misfortune the researcher experienced about collecting the qualitative data was that it was unfortunately the first week of the Corona Virus Pandemic. In other words, the researcher had to collect the data required for the qualitative research part by means of face-to-face and video-recorded interviews conducted online due to some timing constraints and hard conditions during the pandemic period.

As for the implementation of the interviews, the aim of the interviews was initially explained to the participants of each student group in detail before the interviews started. And also, students were asked to choose a pseudonym before responding the questions so as to keep their identities confidential. Ethical rules were followed with great care while collecting the data. In order to achieve this, the students were told that their names would be kept confidential and that only their pseudonyms would be used during the whole process of interviews. And at the end of the interviews, the students were asked whether they expressed their opinions by reading all of the questions and answered them carefully. Accordingly, pseudonyms such as Angelix, El Afra, Bilgin-Z, and etc. were used for the participating students.

3.7. Data Analysis

As stated previously, the study utilized a mixed-method approach, so both quantitative and qualitative data analysis were conducted appropriately. The quantitative data was collected from the prep school students at Gaziantep School of Foreign Languages, and it was analyzed in three categories: EFL learners' willingness to communicate in English, attitudes towards L2 learning, and emotional intelligence levels of the Turkish and Syrian EFL students.

As the first step, descriptive analysis of the scales (e.g., maximum and minimum scores, mean values, and standard deviations) was carried out through Statistical Package for Social Sciences- 26 (SPSS) to analyze the quantitative data. And then, the analysis of the quantitative data was continued through correlation and regression analysis. Basically, by using correlation and regression analysis, one can specify, estimate, and evaluate models of relationships among different variables (as cited in Altiner, 2017; Bektaş, 2005). Moreover, as a multivariate technique, regression analysis not only provides the researcher the opportunity to examine “multiple and interrelated

dependence relationships” comprehensively but also represents “unobserved concepts in these relationships and accounts for measurement error in the estimation process” (Hair, Anderson, Tatham, & Black, 1998, p. 584).

As indicated by (Kuş, 2006), qualitative data analysis approaches differ in terms of the purpose of analysis. The purpose of analysis in this study was to gather in-depth data under certain codes, categories, and themes accordingly. For this purpose, content analysis was employed in the study. The interviews which were conducted with the participants face-to-face in an online video-recorded platform were transcribed, revised, and necessarily edited by the researcher several times as carefully as possible. At this point, any repetitions and digressions were excluded in order to obtain the final draft of the responds by the participants. By comparing the interviewees’ responses with each other, the researcher could make the necessary claims related to the codes, categories, and themes of the study (Erickson, 1986). In this sense, the transcripts were categorized as meaningful segments (Merriam, 1998), and then the interview data were analyzed carefully in order to determine the codes in the study. Next, the categories were created by combining the inter-related codes. Additionally, direct quotes or statements from the interviews were employed to support the created assertions. And finally, the main themes in the study were created based on the codes and categories obtained. To this end, a total of four themes were determined, and the results were presented in a narrative style in the study. The themes created in this phase of the study were; “The EFL learners’ perceptions of their L2 WTC in speaking classes”, “The EFL learners’ perceptions of their attitudes towards L2 learning in speaking classes”, “The EFL learners’ perceptions of their EI profiles in L2 communication”, and “The factors facilitating or hindering the EFL learners’ L2 WTC levels, attitudinal, and emotional profiles in speaking classes”. Rather than employing such qualitative data analysis programs as ATLAS.ti or Nvivo, the researcher could manually organize and edit all the themes, categories, and codes created as a result of the content analysis.

3.8. Ethical Issues

According to the ethical guidelines regulated by Çağ University Ethics Committee (ethics approval reference number 433-2358), the researcher paid special attention to privacy and confidentiality during both quantitative and qualitative data collection processes of the study. In order to collect data, permission was received from

the School of Foreign Languages at Gaziantep University (For the Letter of Permission and Permit Document, see Appendix- B and C).

Firstly, the consent forms, which gave detailed information about the study regarding its organization, the research area of the study, and the role of the researcher and participants in the study, were distributed to all of the participants. It was guaranteed that their participation was totally voluntary, and so it would not influence their course grades or class participation in any way. It was guaranteed that information about their identity would be only used for research purposes and kept confidential in all the phases of the study.

It was also stated that they had the chance to withdraw from the study whenever they wished without giving any reason. In this sense, all the students participating in the quantitative and qualitative parts of the study signed the consent forms voluntarily. In this way, they indicated that they all read the statements and accepted all the requirements explained in the consent forms. Then, the copies of the questionnaires and scales were administered to them as planned according to the schedule of the study.

3.9. Chapter Summary

This chapter firstly explained the organization of the research design in the study. Then, the research questions, setting, participants, and instruments were presented. Afterwards, data reliability issues, data collection, and data analysis procedures were discussed respectively. And lastly, the chapter concluded with the ethical issues and rules applied throughout the conduct of the study.

CHAPTER IV

4. FINDINGS OF THE STUDY

4.1. Quantitative Results

To answer the main and secondary research questions of the study, both quantitative and qualitative data were collected and analyzed. Firstly, the quantitative results will be presented, and then the qualitative data results will be described.

4.1.1. The Principal Research Question. RQ1: What are the Turkish and Syrian EFL learners' perceptions of their willingness to communicate (WTC) in English inside and outside the classroom?

This study primarily aims to explore the levels of Turkish and Syrian EFL learners' L2 WTC inside and outside the classroom. In order to find their L2 WTC levels, the students at the School of Foreign Languages in a state university were invited into the study. The participants filled in the L2 WTC questionnaire, which was also employed in previous studies within different EFL contexts (Baker & McIntyre, 2003; Bektaş, 2004; Donovan & McIntyre, 2004; Peng, 2007; Şener, 2014). In this sense, the participants were asked to indicate their willingness in the provided situations inside and outside the classroom through 16 items for each by use of 1-almost never communicate to 10-always communicate response type. The descriptive analyses were performed in order to categorize the participants in relation to their willingness level as low, moderate, and high. Considering the numerical data from previous studies (Başöz & Erten 2018; Kalra 2017; Xie 2011), the mean scores in the present study were classified into three as low WTC (scores between 0.0-3.5), moderate WTC (3.6-7.0), and high WTC (7.1-10) accordingly. The descriptive statistical analyses regarding the mean values of each 16 item and total WTC scores of the items for both the Turkish and Syrian students are presented in table 5.

When Table 5 was examined, it was seen that the Turkish students' overall willingness to communicate inside the classroom was in between moderate and high levels, which was in fact quite close to the high level interval ($\bar{X}=6.83$, $SD=1.11$). Regarding the mean scores of WTC in English outside the classroom, they were found to be moderately willing to communicate as well, with an overall score of ($\bar{X}=6.16$,

SD= 1.23). As presented in table 5, the participants had a relatively higher level of L2 WTC inside the classroom than their WTC outside the classroom. This indicates that they were more disposed to communicate inside the classroom rather than outside the classroom.

With respect to the Turkish students' L2 WTC inside the classroom, it is clear that they had moderate levels of willingness to communicate in the classroom context. In this sense, they were found to be moderately willing to participate in a group discussion with a group of their friends ($\bar{X} = 6.68$, SD= 1.32) as well as having a slightly higher level of WTC while presenting a talk about their classes in front of the classroom ($\bar{X} = 6.81$, SD= 1.36). Similarly, performing a presentation to a group of friends (3-4 people) in English with a mean value of ($\bar{X} = 6.72$, SD= 1.39) indicates that they feel self-confident enough to manage their in-class presentations. The results show that the participants had relatively lower levels of WTC as can be seen in the items numbered 14, 15, and 16.

Table 5

Turkish and Syrian Students' L2 WTC Perceptions Inside and Outside the Classroom

Inside Class				Willingness to communicate in English	Outside Class			
Turkish		Syrian			Turkish		Syrian	
\bar{X}	Sd	\bar{X}	Sd	Item Description	\bar{X} *	Sd	\bar{X}	Sd
6,75	1,41	4,38	1,14	1- Give a talk to a group of strangers (about 40 people) in English.	5,67	1,39	3,96	1,04
6,81	1,36	4,83	,83	2-Present a talk to a group of friends (about 40 people) in English.	5,88	1,48	4,40	,85
6,68	1,32	4,78	,87	3- Participate in a group discussion with a group of friends (3-4 people)	5,73	1,52	4,56	,96
7,21	1,33	5,67	,89	4- Talk in English with a few friends you know	6,56	1,60	5,44	,99
6,25	1,17	4,32	,83	5- Talk in English with a stranger.	5,44	1,14	4,15	1,10
7,31	1,57	5,62	,94	6- Talk in English with your teachers.	7,00	1,66	5,60	1,08
7,67	1,48	5,94	,96	7- Talk to your teacher about your homework/assignment.	7,49	1,45	5,71	1,08
8,03	1,37	6,19	1,04	8- You are confused about a task you must complete, how willing are you to ask for clarification/ instruction from your friend.	7,90	1,61	6,04	1,27

(Table 5 continued)

7,10	1,35	5,61	,86	9- You are not sure how to do your home-work, how willing are you to ask for more information from your teacher.	6,75	1,71	5,33	,90
6,21	1,29	4,40	,84	10- A foreigner comes to your department, how willing are you to have a conversation if s/he talks to you first?	5,49	1,61	4,27	1,00
6,66	1,27	4,75	,99	11- Talk in a small group of acquaintances (about 3-4 people) in English	5,98	1,52	4,56	,84
6,72	1,39	4,95	,97	12- Perform a presentation to a group of friends (3-4 people) in English.	6,17	1,54	4,50	,81
8,20	1,60	5,96	1,16	13- Play a game with your friends in English, for example monopoly	7,60	2,14	5,85	1,30
5,79	1,30	4,30	,80	14- Talk in English with a group of acquaintances in a large meeting	4,94	1,46	4,21	,87
6,10	1,28	4,45	,73	15- Talk in English with foreigners in a small group (2-3 People)	5,11	1,46	4,06	,81
5,94	1,26	4,42	,96	16- Perform a presentation to a group of acquaintances (about 40 people) in English	4,89	1,15	4,33	,78
6,83	1,11	5,03	,59	Total WTC Score	6,16	1,23	4,81	,57

* 0.0- 3.5: Low; 3.6-7,0: Moderate; 7.1-10.0: High

It is clear that the Turkish EFL students tend to have relatively lower mean scores in case of a large meeting ($\bar{X} = 5.79$, $SD = 1.30$) or a presentation held in the presence of a large group of acquaintances ($\bar{X} = 5.94$, $SD = 1.26$). By its very nature, this might be an indication of shyness or abstention from appearing before large groups of people and presenting something to them (McCroskey & Richmond, 1987; MacIntyre et al., 2001). Another group with which Turkish L2 learners feel less willing to communicate inside the classroom is foreigners. Despite a limited number of foreigners (2 or 3 people), the Turkish students perceive a relatively lower WTC while talking to them in English in their classes, as presented in Item 15 ($\bar{X} = 6.10$, $SD = 1.28$). When compared to talking in English with a few of their friends or presenting a talk to a group of friends ($\bar{X} = 6.81$, $SD = 1.36$; $\bar{X} = 7.21$ $SD = 1.33$ respectively), the mean values related to communicating with foreigners is relatively lower as indicated above.

Additionally, the findings revealed that the Turkish students perceive higher WTC while playing a game like monopoly in English ($\bar{X} = 8.20$ SD= 1.60) by implementing a task entrusted to them with the cooperation of each individual in their groups.

Likewise, the results showed that the participants were highly willing to ask for clarification or instruction from both their teachers and friends in case of any kind of confusion about a task they must perform inside the classroom. The mean values of items 8 and 9 as ($\bar{X} = 8.03$) and ($\bar{X} = 7.10$) provide solid evidence for this. In addition to this, the fact that students could communicate with their teachers about their homework or assignments showed that they were highly willing to initiate communication in their classes, which suggests that a healthy communication took place on both sides ($\bar{X} = 7.67$, SD= 1.48). This is a significant finding similar to the findings of a very comprehensive study conducted by Kanat Mutluoğlu (2020) in L2 WTC ($\bar{X} = 4.19$, SD=1.23) in that the participants in both of the studies perceived high WTC with their instructors inside the classroom.

Considering the Turkish students' L2 WTC levels outside the classroom, the findings also revealed that a great majority of them (almost 83%) had a moderate level of willingness to communicate in different communication contexts. As illustrated in Table 2, an L2 WTC overall mean value of ($\bar{X} = 6.16$, SD= 1.23) indicates that the participants had a relatively lower level of WTC outside the classroom when compared to their inside-class WTC level with a mean value of ($\bar{X} = 6.83$, SD= 1.11). In this sense, the following items (i.e. Item 2, Item 3, Item 4, Item 8, Item 11, and Item 12) were to find out their WTC with their acquaintances such as their friends or teachers. Unlike communication inside the classroom, it was found that there was a decrease in the L2 WTC of the students outside the classroom, even with their acquaintances. Considering some potential changes in L2 learners' WTC orientations in various contexts, such an average decrease in their WTC out of the class might indicate that they find communication outside less appealing than communication inside the classroom. The mean value in Item 3 ($\bar{X} = 5.73$, SD= 1.52) exemplifies this contextual change. That is, while they had more willingness to join a group discussion with some of their friends in their classes ($\bar{X} = 6.68$, SD= 1.32), they were found to be less willing to do so out of the class as seen in Item 3. A similar decrease in their WTC can be seen when the mean values of the Item 2 (from $\bar{X} = 6.81$ to $\bar{X} = 5.88$) and 4 (from $\bar{X} = 7.21$

to $\bar{X} = 6.56$) are examined closely. It thus seems that a change in students' L2 communication context somehow results in a significant decrease in their WTC levels as well (Dewaele et al., 2013). A closer look at the means in the Items 1, 5, 10, and 15 indicates that the WTC values regarding the Turkish students' communication with foreigners or strangers outside the classroom actually dropped to a considerable extent. For instance, they reported relatively lower levels of WTC while communicating with a small group of foreigners (2 or 3 people) in English ($\bar{X} = 5.11$, $SD = 1.46$), while talking in English with only one stranger in a dyadic conversation ($\bar{X} = 5.44$, $SD = 1.14$), or in a more populated environment while talking with a group of about 40 strangers ($\bar{X} = 5.67$, $SD = 1.39$). As suggested by Şener (2014), this is a strong sign of their communication apprehension or fear of making mistakes while communicating with foreigners for the first time in a different context.

As for the Syrian students' perceptions of their L2 WTC, the findings revealed that their overall willingness to communicate in English was moderate on average, but also fairly close to the low level threshold, as can be seen in Table 5. Considering all the mean values obtained from a total of 16 items, it was reported that their L2 WTC levels inside the classroom ($\bar{X} = 5.09$, $SD = 0.59$) were only slightly higher than their WTC levels outside the classroom ($\bar{X} = 4.82$, $SD = 0.57$). Although this difference between inside and outside WTC mean values was not very high in total, it was found that the Syrian students mostly tended to develop communication inside the classroom rather than outside.

The results related with the Syrian students' WTC orientations inside the classroom revealed that they were moderately willing to communicate in their classes. Regarding communication with their acquaintances such as their friends or teachers, it was found that they had relatively higher WTC levels in initiating communication and maintaining it with their friends ($\bar{X} = 5.67$, $SD = 0.89$) than they did it with foreigners or strangers ($\bar{X} = 4.45$, $SD = 0.73$) inside the classroom. Like this, they reported a higher level of WTC while performing a presentation to a group of friends (about 40 people) ($\bar{X} = 4.83$, $SD = 0.83$) in English than a group of strangers (about 40 people) ($\bar{X} = 4.38$, $SD = 1.14$). The results also indicated that a great majority of the Syrian students (92%) showed a tendency to participate in a group discussion with their friends ($\bar{X} = 4.78$), perform a presentation to a group of friends (3-4 people) in English ($\bar{X} = 4.95$), and play

a game with their friends in English, for example monopoly ($\bar{X} = 5.96$). Considering this, it was found that they were mostly prone to refrain from developing communication with foreigners or strangers inside the classroom rather than initiating communication with their friends. And in fact, this could be a clear indication of how they might display a unidirectional communication orientation instead of a multidirectional one in a dissimilar culture from theirs, that is, Turkish culture. As stated by Barraclough et al. (2009), deep-rooted cultural values and various lifestyles are mostly the dominant force emerging in L2 communication and shaping the individuals' perceptions and their communication behaviors in the process of L2 learning.

A striking finding of the study was that overall Syrian students were found to be more willing to communicate with their teachers inside the classroom than outside the classroom. For instance, they were found to be more willing to talk in English with their teachers and ask something about their homework or assignments in their classes ($\bar{X} = 5.94$) than they did it outside ($\bar{X} = 5.71$). However, in case of any confusion about a task they had to complete, it was reported that they were more willing to ask for some clarification or instruction from their friends ($\bar{X} = 6.04$) than their teachers ($\bar{X} = 5.33$) both inside and outside the classroom.

As for the findings related with the Syrian students' perceptions of their WTC outside the classroom, it was found that they perceived a lower level of L2 WTC ($\bar{X} = 4.81$, $SD = 0.57$) when compared to their WTC levels inside the classroom ($\bar{X} = 5.03$, $SD = 0.59$). The following Items (i.e., 2, 3, 4, and 12 respectively) were to explore their WTC with their friends out of their classes. Based on the fact that contextual changes such as communicating outside instead of inside the classroom can play a significant role in individuals' communication behaviors and orientations, it was seen that their willingness to communicate decreased outside to a considerable extent. Item 2 with a mean value of ($\bar{X} = 4.40$, $SD = 0.85$) suggested that there was a decrease in their WTC while presenting a talk to a group of friends (about 40) in English. Similarly, the mean value of item 3 as 4.56 ($SD = 0.96$), Item 4 as 5.44 ($SD = 0.99$), and Item 12 as 4.50 ($SD = 0.81$) clearly indicated that their WTC regarding communication with their friends in various contexts outside decreased considerably. As argued by McCroskey and Richmond (2009), the view is taken that individuals have an innate tendency to approach or avoid communication in different cultures as well as within a given culture

during the process of intercultural communication. Therefore, it can be argued that the Syrian students might have avoided communicating even with their acquaintances like their friends outside the classroom in a dissimilar culture to theirs.

The results regarding the Syrian students' WTC perceptions of strangers or foreigners outside the classroom revealed a significant decrease in their overall L2 WTC mean values as well. The Items 1, 5, and 10 presented the total mean values with respect to their WTC dispositions towards this group of interlocutors. It was found that they were not as willing to have a conversation with a foreigner outside of the classroom as in the classroom in case of the presence of a foreigner in their department or classroom ($\bar{X} = 4.27$, $SD = 1.00$). With even a lower mean value, it was noted that the Syrian students were not so willing to initiate a conversation or talk with a stranger ($\bar{X} = 4.15$, $SD = 1.10$). Moreover, when the WTC mean values of this group of students were examined closely, it was found that the situation in which they had the lowest level of WTC outside the classroom was presenting a talk to a group of strangers (about 40 people) in English ($\bar{X} = 3.96$, $SD = 1.04$). Therefore, it could be inferred that the contextual differences such as having communication outside the classroom could play a seminal role in the students' communication behaviors and orientations accordingly.

In summary, the findings indicated that both the Turkish and Syrian students learning English at the university level had moderate levels of WTC in and out of the classroom, with indeed relatively lower levels of WTC on the part of the Syrian students. In addition, their WTC perceptions inside and outside of the classroom could vary depending on who they had communication with and where their communication took place. The findings with respect to the WTC subscales of both Turkish and Syrian students, the differences between the two groups of participants in terms of their WTC perceptions, nation, and gender variables are presented in the following sections.

RQ1a: What are the Turkish and Syrian students' levels with respect to their L2 WTC subscales?

When the arithmetic means of the WTC in and WTC out subscales were examined as in Table 6, it was found that the Turkish students mostly preferred to develop communication in English with their friends ($\bar{X} = 7.28$) and acquaintances ($\bar{X} = 6.33$) rather than communicating with foreigners or strangers ($\bar{X} = 6.13$) inside and outside the classroom.

Table 6

WTC Sub-scores for Turkish Students Regarding the Context and Receiver Types

Inside		Willingness to Communicate	Outside	
\bar{X} *	Sd	Measure	\bar{X} *	Sd
Receiver Type				
6.13	1.14	Strangers	5.27	1.22
7.36	1.27	Teachers	7.08	1.41
7.28	1.19	Friends	6.64	1.37
6.33	1.14	Acquaintances	5.43	1.19
Context Type				
6.74	1.24	Presentations	6.24	1.32
7.24	1.15	Dyads	6.78	1.35
6.16	1.14	Meetings	5.17	1.16
6.82	1.20	Small groups	6.16	1.39

*0-3.5: Low; 3.6-7.0: Moderate; 7.1-10.0: High

In this respect, this result was similar to the results of some previous studies, such as Bektaş (2005), Jung (2011), and Şener (2014). Additionally, the most striking result of this study was that a great majority of the Turkish students (almost 81%) preferred their teachers as interlocutors with whom they wanted to communicate most. At this point, it is seen that this finding differs from the one in Şener's (2014) study in some way. In other words, in Şener's (2014) study, a significant majority of the ELT students were found to be unwilling to communicate with their teachers ($\bar{X} = 6.47$), whereas a large majority of the EFL prep school students in this study were found to be highly willing to communicate with their teachers ($\bar{X} = 7.36$). And therefore, teachers were noted as the interlocutor or receiver type with the highest WTC scores in this study.

When the mean values for the context type were examined closely, it was seen that the Turkish students preferred to communicate in dyads ($\bar{X} = 7.24$) and small groups ($\bar{X} = 6.82$) instead of presenting a talk in either presentations ($\bar{X} = 6.74$) or meetings ($\bar{X} = 6.16$) in and out of the classroom. However, in comparison, they were found to be more willing to communicate in case of in-class and out-of-class presentations than in small or large meetings. Displaying more willingness to communicate in dyads, small groups, and presentations might indicate that students felt communicatively more confident and so demonstrated more desire to communicate in relatively less crowded settings like the language classroom (Reinders, 2016). On the other hand, the tendency to avoid communication in meetings with more participants or in a setting organized for educational purposes, such as large conferences, can be

attributed to their lack of self-confidence and fear of making mistakes or being corrected in front of the so-called crowds (Dörnyei & Ryan, 2015). The findings related to the mean scores of WTC subscales for the Syrian students are presented in Table 7 as indicated below.

Table 7

WTC Sub-scores for Syrian Students Regarding the Context and Receiver Types

Inside		Willingness to Communicate	Outside	
\bar{X} *	Sd	Measure	\bar{X} *	Sd
Receiver Type				
4.32	.68	Strangers	4.15	.72
5.72	.72	Teachers	5.55	.81
5.40	.69	Friends	5.13	.67
4.48	.71	Acquaintances	4.24	.62
Context Type				
4.85	.73	Presentations	4.42	.70
5.40	.65	Dyads	5.23	.69
4.67	.73	Meetings	4.23	.67
5.12	.68	Small groups	4.92	.68

*0 0-3.5: Low; 3.6-7.0: Moderate; 7.1-10.0: High

Regarding the mean values of WTC subscales for the Syrian students, as demonstrated in Table 7, most of the Syrian participants also preferred communicating with their friends ($\bar{X} = 5.40$) and acquaintances ($\bar{X} = 4.48$) to communicating with foreigners ($\bar{X} = 4.32$) both inside and outside the classroom. It was once again seen that the finding with respect to the Syrian students' preference for communicating with their friends and acquaintances rather than foreigners was similar to the finding in the studies previously conducted by Bektaş (2005), Jung (2011), and Şener (2014).

Another significant finding was that Syrian students, like their Turkish counterparts, preferred initiating and developing communication with their teachers ($\bar{X} = 5.72$) more than the other groups of interlocutors mentioned above. Unlike the finding in Şener's (2014) study, in which the students felt quite unwilling to initiate communication with the teachers in their departments, the Syrian students felt moderately willing to communicate with the teachers in their prep school. In this sense, teachers were regarded as the receiver type or group having the highest WTC scores in the present study.

In a close examination of the mean values for the context type, it was seen that the Syrian students found it more preferable to communicate in dyads ($\bar{X} = 5.40$), small groups ($\bar{X} = 5.12$), and presentations ($\bar{X} = 4.85$) rather than large-scale meetings ($\bar{X} = 4.67$) both inside and outside the classroom. According to Yashima, MacIntyre, and Ikeda (2018), Efl learners might generate more willingness to communicate in English in some contexts such as dyads, presentations, or small discussion groups. This is primarily due to the likelihood of extensive practice or active participation and effective collaboration in communicatively supported classroom activities provided in these contexts. In support of what they indicate, Dörnyei (2007) also suggests that it is more probable for Efl learners to develop strong dyadic and group connections with a sense of group cohesiveness in the classroom activities that encourage peer or group collaboration. He goes on to state that L2 learners will be able to feel less reticent or unwilling and communicatively more competent in such a supportive classroom environment that can increase all the individuals' active participation and collaboration in L2 communication.

4.1.2. RQ2: What are the Turkish and Syrian students' perceptions of their attitudes (AT) toward learning English as a foreign language and emotional intelligence (EI) profiles in the Turkish EFL context?

In order to examine the Turkish and Syrian students' L2 attitudinal and emotional intelligence profiles with respect to English as a L2, the participants were asked to fill in the Attitudes towards Learning English (ALE) and Emotional Quotient Inventory (EQ-i) scales. Findings for the mean values of the participants' L2 attitudes and emotional intelligence profiles are presented in the following tables.

Table 8 shows the mean and standard deviation scores for the Turkish students' L2 attitudinal profiles.

Table 8

Turkish Students' L2 Attitudinal Profiles: Means and Standard Deviation

	Items	\bar{X}	sd	Responses
1.	Studying English is important because it will make me more educated	4,65	,64	Strongly Agree
2.	Being good at English will help me study other subjects well	4,22	,64	Strongly Agree
3.	I feel proud when studying English language	4,08	,73	Agree
4.	I feel excited when I communicate in English with others	3,89	,76	Agree
5.	Speaking English anywhere makes me feel worried	2,66	,67	Neutral
6.	Studying English helps me to have good relationships with friends	4,01	,59	Agree
7.	I like to give opinions during English lessons.	3,77	,68	Agree
8.	I have more knowledge and more understanding when studying English	4,12	,62	Agree
9.	I look forward to studying more English in the future	4,04	,75	Agree
10.	I don't get anxious when I have to answer a question in my English class	2,90	,66	Neutral
11.	Studying foreign languages like English is enjoyable	4,07	,64	Agree
12.	I am able to make myself pay attention during studying English	3,76	,53	Agree
13.	When I hear a student in my class speaking English well, I like to practice speaking with him/her	3,71	,62	Agree
14.	To be inquisitive makes me study English well	3,81	,53	Agree
15.	Studying English makes me have good emotions (feelings)	3,82	,69	Agree
16.	I prefer studying in my mother tongue rather than any other foreign language	2,40	,76	Disagree
17.	Studying English makes me have more confidence in expressing myself	3,86	,53	Agree
18.	Studying English helps me to improve my personality	4,00	,47	Agree

(Table 8 continued)

19.	I put off my English homework as much as possible	2,45	,86	Disagree
20.	Studying English helps me getting new information in which I can link to my previous knowledge	3,93	,52	Agree
21.	I cannot summarize the important points in the English subject	2,74	,69	Neutral
22.	Frankly, I study English just to pass the exams.	3,21	,89	Neutral
23.	I enjoy doing activities in English	4,15	,70	Agree
24.	I do not like studying English	2,05	,69	Disagree
25.	I am not relaxed whenever I have to speak in my English class	2,71	,57	Neutral
26.	I feel embarrassed to speak English in front of other students	2,63	,75	Neutral
27.	I wish I could speak English fluently.	4,45	,62	Strongly Agree
28.	I am interested in studying English.	4,10	,79	Agree
29.	In my opinion, people who speak more than one language are very knowledgeable.	4,57	,50	Strongly Agree
30.	Studying English helps me communicate in English effectively	3,98	,71	Agree
31.	I cannot apply the knowledge from English subject in my real life	2,71	,64	Neutral
32.	Studying English subject makes me feel more confident	3,81	,60	Agree
33.	To be honest, I really have little interest in my English class	2,29	,84	Disagree
34.	Studying English makes me able to create new thoughts	3,98	,64	Agree
35.	I like to practice English the way native speakers do.	3,67	,60	Agree
36.	I am able to think and analyze the content in English language	3,44	,66	Agree
37.	I wish I could have many English speaking friends	3,90	,64	Agree
38.	When I miss the class, I never ask my friends or teachers about the homework or what has been taught	3,04	,78	Neutral
39.	I am not satisfied with my performance in the English subject	2,92	,73	Neutral
40.	In my opinion, English language is difficult and complicated to learn.	2,77	,69	Neutral
41.	English subject has the content that covers many fields of knowledge	4,23	,53	Strongly Agree
42.	I do not feel enthusiastic to come to class when English is being taught	2,24	,76	Disagree
43.	Knowing English is an important goal in my life	4,02	,82	Agree
44.	I look forward to the time I spend in English class	3,90	,72	Agree
45.	I do not pay any attention when my English teacher is explaining the lesson	2,20	,78	Disagree

When Table 8 was examined, it was found that the Turkish students demonstrated quite positive attitudes towards learning English with an overall mean value of ($\bar{X} = 3.69$). Considering the students' opinions for some items, it was seen that they internalised learning English language as an important academic goal and preferred

to continue using it as an effective means of communication in different contexts in their lives. For instance, a great majority of the students believe in the significance of studying English regularly since it will make them more educated in both their social and academic life ($\bar{X} = 4.65$). A considerable majority of the students state that they have special excitement when they communicate with others in English ($\bar{X} = 3.89$). Those who think that knowing English provides them with a significant advantage in academic life indicate that being good at English will help them study other subjects as well ($\bar{X} = 4.22$). With a mean value of ($\bar{X} = 3.86$), the students also believe in the relationship between acquiring higher proficiency in English and more self-confidence in expressing themselves. Moreover, they attribute having good feelings or emotions to studying English well ($\bar{X} = 3.82$).

In addition, a significant majority of the respondents ($\bar{X} = 2.40$) express their objection to the common belief that studying in their mother tongue is better than studying in any other foreign languages. This finding is important in that it shows that the students are cognitively well aware of the necessity of learning the other languages too, and that they do not look at learning different languages from a narrow perspective. Likewise, almost all of the students wish they could speak English as fluently as native speakers ($\bar{X} = 4.45$) and have many English speaking friends in their academic life ($\bar{X} = 3.90$). This finding is consistent with the findings of some other studies conducted in various contexts (Bektaş, 2005; Knell & Chi, 2012; Oz et al., 2014; Yu, 2009; Şener, 2014). Considering the students' scores as a whole, it can be concluded that the students have positive attitudes toward learning and improving English as a foreign language.

However, it also turned out that almost half of the students were undecided in terms of expressing their opinions on some items. For instance, an important majority of the students ($\bar{X} = 2.92$) preferred to remain neutral in indicating whether they had a satisfying performance in the English subject rather than stating their complete agreement or disagreement. This is in fact a striking finding since it shows that the undecided students have not cognitively reached self-efficacy in L2 learning yet, as well as that they have not acquired sufficient language skills or linguistic competence (Cao, 2014; MacIntyre, Clément & Dörnyei, 1998; MacIntyre & Doucette, 2010). Similarly, they chose to remain neutral in stating if English was difficult and complicated to learn for them with a mean value of ($\bar{X} = 2.77$). Another finding worth examining closely was the students' perception of the statement in Item 38 “When I miss the class, I never

ask my friends or teachers about the homework or what has been taught.” With a relatively higher mean value of ($\bar{X} = 3.04$), they seemed to be undecided with respect to the necessity of asking their teachers or friends about their homework or tasks to be implemented. They also remained undecided in expressing their opinions about the Item 21 ($\bar{X} = 2.74$) “I cannot summarize the important points in the English subject” and Item 31 ($\bar{X} = 2.71$) “I cannot apply the knowledge from the English subject in my real life”. Regarding these two items, it can be said that there is a significant difference between having a positive attitude towards learning English and using it in practice, which requires not only an adequate level of linguistic knowledge but also contextual knowledge for effective communication in real life (Hashimoto, 2002).

When Table 9 was examined for the Syrian students, it was observed that they also developed a positive attitude towards learning English as a foreign language. With a slightly lower mean value of ($\bar{X} = 3.43$), they believe that English is an important world language that enables the communication of large masses in social life and it is a very significant requirement for academic progress. In this sense, the comments made by the students in response to certain items shed light on their beliefs. The following Items (i.e., 4, 27, 29, 30, and 35) indicate how the effective use of English communicatively makes sense for them as an academic value to be gained ultimately. For instance, they put their enthusiasm explicitly by agreeing with a mean value of ($\bar{X} = 3.78$) and ($\bar{X} = 3.88$) to the statements “I feel excited when I communicate in English with others” and “Studying English helps me communicate in English effectively”.

Similarly, they highlight the significance of speaking English fluently as an ultimate goal that most of people look forward to achieving in their academic life by stating “I wish I could speak English fluently and practice it the way native speakers do” with a higher mean value of ($\bar{X} = 4.13$) and ($\bar{X} = 3.77$). In addition, a great majority of the Syrian students further stated that there was an important correlation between being linguistically well-equipped and academically more knowledgeable in social life (as in Item 29) with the highest mean value of ($\bar{X} = 4.42$). Regarding the contribution of English language to the students’ mental and personality development, they indicated that learning and studying English made them have good emotions ($\bar{X} = 3.77$) as well as helping them to have more confidence in expressing themselves ($\bar{X} = 3.73$).

Table 9

Syrian Students' L2 Attitudinal Profiles: Means and Standard Deviation

Items	\bar{X}	sd	Responses
1. Studying English is important because it will make me more educated	4,21	,57	Strongly Agree
2. Being good at English will help me study other subjects well	3,93	,57	Agree
3. I feel proud when studying English language	3,71	,62	Agree
4. I feel excited when I communicate in English with others	3,78	,56	Agree
5. Speaking English anywhere makes me feel worried	2,52	,52	Neutral
6. Studying English helps me to have good relationships with friends	3,82	,50	Agree
7. I like to give opinions during English lessons.	3,56	,66	Agree
8. I have more knowledge and more understanding when studying English	3,83	,45	Agree
9. I look forward to studying more English in the future	3,84	,68	Agree
10. I don't get anxious when I have to answer a question in my English class	2,84	,62	Neutral
11. Studying foreign languages like English is enjoyable	3,91	,35	Agree
12. I am able to make myself pay attention during studying English	3,61	,51	Agree
13. When I hear a student in my class speaking English well, I like to practice speaking with him/her	3,68	,70	Agree
14. To be inquisitive makes me study English well	3,77	,42	Agree
15. Studying English makes me have good emotions (feelings)	3,50	,61	Agree
16. I prefer studying in my mother tongue rather than any other foreign language	2,56	,78	Neutral
17. Studying English makes me have more confidence in expressing myself	3,73	,46	Agree
18. Studying English helps me to improve my personality	3,77	,53	Agree
19. I put off my English homework as much as possible	3,17	,77	Neutral
20. Studying English helps me getting new information in which I can link to my previous knowledge	3,89	,42	Agree
21. I cannot summarize the important points in the English subject	2,57	,60	Neutral
22. Frankly, I study English just to pass the exams.	2,66	,70	Neutral
23. I enjoy doing activities in English	3,74	,54	Agree
24. I do not like studying English	2,35	,89	Disagree

(Table 9 continued)

25. I am not relaxed whenever I have to speak in my English class	2,33	,51	Disagree
26. I feel embarrassed to speak English in front of other students	2,27	,52	Disagree
27. I wish I could speak English fluently.	4,13	,72	Agree
28. I am interested in studying English.	3,80	,68	Agree
29. In my opinion, people who speak more than one language are very knowledgeable.	4,42	,70	Strongly Agree
30. Studying English helps me communicate in English effectively	3,88	,52	Agree
31. I cannot apply the knowledge from English subject in my real life	2,13	,51	Disagree
32. Studying English subject makes me feel more confident	3,59	,66	Agree
33. To be honest, I really have little interest in my English class	2,31	,75	Disagree
34. Studying English makes me able to create new thoughts	3,83	,64	Agree
35. I like to practice English the way native speakers do.	3,77	,72	Agree
36. I am able to think and analyze the content in English language	3,33	,63	Neutral
37. I wish I could have many English speaking friends	3,69	,60	Agree
38. When I miss the class, I never ask my friends or teachers for the homework on what has been taught	2,93	,84	Neutral
39. I am not satisfied with my performance in the English subject	2,67	,63	Neutral
40. In my opinion, English language is difficult and complicated to learn.	2,51	,50	Disagree
41. English subject has the content that covers many fields of knowledge	3,72	,60	Agree
42. I do not feel any enthusiastic to come to class when English is being Taught	2,43	,81	Disagree
43. Knowing English is an important goal in my life	3,76	,75	Agree
44. I look forward to the time I spend in English class	3,49	,63	Agree
45. I do not pay any attention when my English teacher is explaining the Lesson	3,35	,69	Neutral

The fact that studying English will make them more educated is a significant opinion agreed by a great majority of them. This is because learning English plays a very integrative role by informing individuals and raising awareness in them in many areas of social life from education to communication and culture ($\bar{X} = 4.21$).

On the other hand, the findings of the study revealed that almost half of the Syrian students preferred to remain undecided or indicated their total disagreement in some cases of communication with others or their peers in English. For instance, contrary to most of L2 learners' anxiety while speaking English, they preferred to remain neutral to the statement "Speaking English anywhere makes me feel worried" with a mean value of ($\bar{X} = 2.52$). This might be an indication of their linguistic self-confidence as a sense of confidence that emerges in communication as a result of the

integration of their previous linguistic competence and background knowledge (Noels, Pon & Clement, 1996). Remaining undecided to Item 10 as “I don’t get anxious when I have to answer a question in my English class” also indicates that the Syrian students do not totally show a tendency to avoid communicating in English speaking classes. Despite its being one of the most anxiety-provoking language skills in foreign language learning contexts, it was found that speaking English in language classes would not generate so much anxiety in the Syrian students. For instance, they particularly demonstrated their disagreement to the Item 25 ($\bar{X} = 2.33$) as “I am not relaxed whenever I have to speak in my English class” and Item 26 ($\bar{X} = 2.27$) as “I feel embarrassed to speak English in front of other students”. Based on these findings, it was concluded that the Syrian students took a positive attitude towards both learning English and speaking it in different contexts.

The perceptions of both Turkish and Syrian students on the items of the Emotional Intelligence scale as well as the related descriptive statistics are presented in the following tables. When the mean values of each item related to Emotional Intelligence (EI) were examined, as in Table 10, it was clearly seen that the Turkish students generally had very high scores with respect to their emotional profiles ($\bar{X} = 3.49$, $SD = 0.29$). For instance, the mean value of item 1 as ($\bar{X} = 3.90$, $SD = 0.63$) indicated that the students were mostly at peace with their personality and adopted it sufficiently. One of the interesting findings in the study was the fact that students mostly expected a working environment in which they would be rarely reminded of their responsibilities ($\bar{X} = 2.49$, $SD = 0.76$). Emotionally, this indicates that the Turkish students prefer a non-precipitant working environment which is in accord with their social personality or somewhere they do not feel under any kind of intense work pressure.

Table 10

Turkish Students' Emotional Intelligence Profiles: Means and Standard Deviation

Items	\bar{X}	sd	Responses
1 I am fond of the type of personality I have.	,39	67	Always
2 It is fun to be with me.	,49	85	Generally
3 I prefer to work at a place where I am often reminded of my responsibilities.	,49	76	Rarely
4 When I feel blue / sad, I know what causes these feelings.	,72	53	Generally
5 I try to learn the things I like as well as I can.	,95	69	Generally
6 I know what I feel.	,95	64	Generally
7 I need people more than people need me.	,96	32	Sometimes
8 If I had to I would break the law.	,80	77	Generally
9 Even If I had to be somewhere else I would help a crying child to find his parents.	,65	73	Always
10 I have achieved just a few things in last couple of years.	,49	92	Rarely
11 It is hard to trust me for other people.	,23	72	Sometimes
12 I am happy with my physical appearance.	,56	67	Always
13 I can quit my old habits.	,32	69	Sometimes
14 I find it hard to say "no" when I don't want to do anything	,74	46	Sometimes
15 Without fantasies and dreaming I try to see everything as it is.	,77	57	Generally
16 I cannot express my love.	,82	56	Sometimes
17 I can tell other people when I get angry with them.	,80	49	Generally
18 I love exaggerating.	,03	61	Sometimes
19 Most of the time I am sure of myself.	,90	70	Generally
20 My strategy to deal with difficulties is going step by step.	,78	90	Generally
21 I am not aware of the things around me.	,08	69	Sometimes
22 Although people do not directly express their feelings, I can understand them very well.*	,18	61	Generally
23 It is easy for me to adapt the new conditions.	,63	61	Generally
24 It is difficult for me to change my opinion about some things.	,82	66	Sometimes
25 I am generally stuck when I try to find different solutions to problems.	,89	,76	Sometimes
26 I take care of not hurting other people's feelings.	,67	70	Always
27 I know how to keep calm under difficult circumstances.	,36	54	Sometimes
28 Even though the things get complicated, I have motivation to keep on.	,57	61	Generally
29 People think that I am a social person.	,51	75	Generally
30 Although there are some problems time to time, I usually believe that everything is going to be fine.	,71	61	Generally
31 I care what happens to other people.	,42	62	Always
32 I usually feel that I will fail before I start doing new things.	,96	74	Sometimes
33 My friends can tell me their special things.	,89	58	Generally
34 When I encounter an unpleasant situation, I would like to collect information as much as I can.	,70	54	Generally
35 It is hard to control my anger.	,99	61	Sometimes
36 I can cope with stress without getting annoyed.	,31	66	Sometimes
37 I don't stop easily when I start to speak.	,92	55	Sometimes
38 I am an impatient person.	,83	67	Sometimes
39 I feel bad too often.	,23	76	Sometimes
40 My acts without thinking cause problems.	,33	55	Rarely
41 I love weekends and holidays.	,48	71	Always
42 I know that it is difficult to control my anxiety	,81	58	Sometimes
43 It is hard for me to encounter unpleasant events.	,77	66	Sometimes
44 I usually hope for the best.	,86	78	Generally
45 I am happy with my life.	,09	74	Generally

A great majority of the students who were internally aware of what causes some bad or sad feelings in them ($\bar{X} = 3.72$, $SD = 0.53$) stated that they knew what actually affected their emotions psychologically or any internal and external factors that could affect their emotions. Besides, those deemed to be unreliable or untrustable by others in their social relations were seen to constitute a significant majority of the Turkish students (64.6%), with a high mean value of ($\bar{X} = 3.23$, $SD = 0.72$). This shows that trust, which has a determining role in social relations, is perceived as an important issue by the Turkish students. One of the striking findings of this study was that almost half of the Turkish students who said to have achieved only a few things in the last couple of years responded the related item as 'rarely' (49.8% of the students with a mean value of $\bar{X} = 2.49$). The fact that Turkish students have not accomplished much, either in social or academic life, clearly implicates whether they have some problems with their goal settings or motivation in the course of time. It also turned out that the Turkish students did not hesitate to show their reactions to others psychologically in case of anger or peevishness. In this sense, 76% of the students ($\bar{X} = 3.80$) stated that they could clearly tell other people when they got angry with them. This finding is also consistent with Tosun's study (2013) in that it was found that the prep school Turkish students in his study would rarely hide their reactions to their addressees in case of anger or bad temper.

A notable finding in the study was the similarity of the common strategy followed by the majority of Turkish students in dealing with difficulties, which is defined in psychology as functional strategy that means removing obstacles to successful problem solving diligently and gradually (Frensch & Funke, 2002). At this point, 75.6 % of the students pointed out the significance of dealing with difficulties step by step with a high mean value of ($\bar{X} = 3.78$). This is a finding which is consistent with Oz's study (2015), in which it was revealed that a great majority of the university students majoring in English as a foreign language opted for employing a step-by-step progression in their academic life as a clear indication of effective problem solving. Another finding worth careful consideration in the study is the approach of Turkish students to understand others' feelings. With a very high mean value of ($\bar{X} = 4.18$), almost 84 % of the Turkish students indicated that they could understand and show empathy to other people even if they did not directly express their feelings, which shows that Turkish students do not take an egocentric attitude in their personal or social relations with others.

Regarding the Syrian students' perceptions of their emotional intelligence profiles, Table 11 presents what personality traits Syrians display emotionally and what

role they play in their social relationships. When Table 11 was examined, some striking results were obtained regarding the emotional and cognitive states of Syrian students.

Table 11

Syrian Students' Emotional Intelligence Profiles: Means and Standard Deviation

Items	\bar{X}	sd	Responses
1 I am fond of the type of personality I have.	,90	,63	Generally
2 It is fun to be with me.	3,19	,60	Sometimes
3 I prefer to work at a place where I am often reminded of my responsibilities.	2,96	,62	Sometimes
4 When I feel blue/sad, I know what causes these feelings.	3,77	,58	Generally
5 I try to learn the things I like as well as I can.	3,70	,48	Generally
6 I know what I feel.	3,74	,49	Generally
7 I need people more than people need me.	2,75	,44	Sometimes
8 If I had to I would break the law.	3,28	,71	Sometimes
9 Even If I had to be somewhere else I would help a crying child to find his parents.	4,50	,60	Always
10 I have achieved just a few things in last couple of years.	1,88	,77	Rarely
11 It is hard to trust me for other people.	2,83	,57	Sometimes
12 I am happy with my physical appearance.	3,72	,53	Generally
13 I can quit my old habits.	3,13	,69	Sometimes
14 I find it hard to say "no" when I don't want to do anything	2,91	,51	Sometimes
15 Without fantasies and dreaming I try to see everything as it is.	3,64	,50	Generally
16 I cannot express my love.	2,59	,67	Rarely
17 I can tell other people when I get angry with them.	3,56	,52	Generally
18 I love exaggerating.	2,90	,67	Sometimes
19 Most of the time I am sure of myself.	3,45	,58	Generally
20 My strategy to deal with difficulties is going step by step.	3,48	,52	Generally
21 I am not aware of the things around me.	3,15	,67	Sometimes
22 Although people do not directly express their feelings, I can understand them very well.	4,12	,61	Generally
23 It is easy for me to adapt the new conditions.	3,00	,57	Sometimes
24 It is difficult for me to change my opinion about some things.	2,87	,60	Sometimes
25 I am generally stuck when I try to find different solutions to problems.	2,52	,64	Rarely
26 I take care of not hurting other people's feelings.	4,30	,73	Always
27 I know how to keep calm under difficult circumstances.	3,18	,50	Sometimes
28 Even though the things get complicated, I have motivation to keep on.	3,40	,59	Generally
29 People think that I am a social person.	3,09	,68	Sometimes
30 Although there are some problems time to time, I usually believe that everything is going to be fine.	3,22	,72	Sometimes
31 I care what happens to other people.	4,26	,72	Always
32 I usually feel that I will fail before I start doing new things.	2,69	,62	Sometimes
33 My friends can tell me their special things.	3,68	,57	Generally
34 When I encounter an unpleasant situation, I would like to collect information as much as I can.	3,56	,56	Generally
35 It is hard to control my anger.	2,80	,45	Sometimes
36 I can cope with stress without getting annoyed.	3,30	,52	Sometimes
37 I don't stop easily when I start to speak.	2,99	,60	Sometimes
38 I am an impatient person.	2,72	,62	Sometimes
39 I feel bad too often.	2,76	,61	Sometimes
40 My acts without thinking cause problems.	2,27	,58	Rarely
41 I love weekends and holidays.	3,87	,80	Generally
42 I know that it is difficult to control my anxiety	2,80	,49	Sometimes
43 It is hard for me to encounter unpleasant events.	2,75	,58	Sometimes
44 I usually hope for the best.	3,37	,58	Sometimes
45 I am happy with my life.	3,34	,59	Sometimes

Almost 76 % of the students stated that they know exactly what causes them to feel emotionally distressed or disturbed ($\bar{X} = 3.77$). Considering some of the responses given to the items of the scale, it is possible to suggest that there is a consistency in the emotional behaviors of Syrian students in general. For instance, the effective solution that Syrian students usually resort to when they encounter difficulties or an unpleasant situation is that they first try to collect enough information about these hasles ($\bar{X} = 3.56$) and then try to solve them step by step ($\bar{X} = 3.48$).

Almost half of the students, 50.4% of them with a mean value of ($\bar{X} = 2.52$), indicated that they rarely get stuck while trying to find some effective solutions to their problems. This is an important finding which shows their firm stance by not giving up quickly in the face of difficulties. Similarly, it is the view of 66% of the students that stress can be easily coped with without getting so strained and annoyed. This finding is also consistent with a finding in the study by Dewaele, Petrides, and Furnham (2008), in which the effects of trait emotional intelligence and sociobiographical variables such as age, gender, socialization, and education level on the multilingual individuals' communication anxiety and stress were examined. The findings revealed that the multilingual participants of the study suffered less from stress and foreign language anxiety since they could cope with such a problem as efficiently as the Syrian students in the present study.

Additionally, with responses provided for Item 27 as "I know how to keep calm under difficult circumstances" with a mean value of ($\bar{X} = 3.18$) and Item 28 as "Even though the things get complicated, I have motivation to keep on" with a relatively higher mean value of ($\bar{X} = 3.40$), the students indicated whether difficult life experiences or situations would weaken their resolve to endure or not. In this sense, almost 66% of them stated that they managed to stay calm and self-motivated even under difficult life conditions or circumstances. Another striking finding of the study was whether the response group was found trustable by others in their social relations or not. More than half of the students (56.6 %) reported that it was hard for the other people to trust them in their relations ($\bar{X} = 2.83$). Many reasons can be put forward as to whether or not individuals are found reliable in their social relationships. However, when the Syrian students are taken into account, apparently there are two closely-interlinked reasons in the background that can be deemed important. Considering the challenging educational process they have been involved in our country for a long time

and their attitudes, behaviors, and life experiences in this process, it can be suggested that psychological problems and emotional disorders caused by various civil wars and long-term chaotic environment surrounding them in their country might be only two of the most important reasons why they think they are regarded as unreliable by others in their relations (Akar & Erdoğan, 2018; Dolapcioglu & Bolat; Sarmini, Topçu & Scharbrodt, 2020).

RQ2a. What are the Turkish and Syrian students' perceptions with respect to L2 attitude subscales?

The descriptive statistics which illustrate the subscales of L2 attitude scale and grand total sub-scores with respect to the perceptions of Turkish and Syrian students are presented in Table 12. When the findings related with the total sub-scores for L2 attitude were examined, it was found that the Turkish students' perceptions about all the sub-scales of the attitude scale and its overall total scores were in the response type as 'Agree', with a total mean value of ($\bar{X}=3.69$). Considering the behavioral aspect, as one of the sub-scales of the attitude scale, it was observed that behaviorally the Turkish students had a moderate level of attitude towards learning English language as a L2 ($\bar{X}=3.53$). Some of the most important items that students responded as 'agree' within the context of this subgroup are such Items as 6 and 18 respectively.

Table 12

Descriptive Statistics for the Turkish and Syrian Students: L2 Attitude Sub-scales and Grand Total Sub-scores

Nation	Sub-scales	\bar{X}	sd.	Responses
Turkish	Behavioral Aspect	3.53	.40	Agree
	Cognitive Aspect	3.66	.41	Agree
	Emotional Aspect	3.88	.47	Agree
	Total	3.69	.41	Agree
Syrian	Behavioral Aspect	3.24	.26	Neutral
	Cognitive Aspect	3.41	.19	Agree
	Emotional Aspect	3.66	.22	Agree
	Total	3.43	.18	Agree

With a mean value of ($\bar{X}=3.82$), the Turkish students agreed on the very integrative function of English language as promoting the development of relations

between friends. In addition, a significant majority of them ($\bar{X}=3.77$) agreed on the complementary and constructive function of English language as contributing to the development of their secondary linguistic personality, which develops progressively in the process of foreign language learning (Gill, 2003; Golubkov, 2002; Kadilina & Ryadchikova, 2018).

As for the cognitive aspect of Turkish students' L2 attitudes, they were found to take a moderate level of attitude towards English as a foreign language. Among the notable items representing the cognitive side of their attitudes are Items 1, 29, and 30. In Item 1 with a higher mean value of ($\bar{X} = 4.21$), the students stated their agreement on the relationship between studying English regularly and getting intellectually more educated over time. Their agreement on the Item 30 was also significant since they attributed special emphasis to the close correlation between studying English steadily and effective verbal communication. With the highest mean value as ($\bar{X}=4.42$), agreement on the Item 29 by a great majority of the Turkish students undeniably indicated their belief in the relationship between speaking more than one language and becoming linguistically very knowledgeable.

Of all the three L2 attitude subscales, the subscale with the highest total score was that of emotional subscale, with a total mean value of ($\bar{X}=3.88$). In this sense, Items 10, 21, 22, 33, and 38 stood out among the items with the most striking results. For example, for the Turkish students, it felt highly exciting to communicate with others in English (Item 10 as $\bar{X}=3.78$) since studying and communicating in English enabled them to have good emotions (Item 21 as $\bar{X}=3.50$). Similarly, they reported high agreement on the Item 38 (with a mean value of $\bar{X}=3.59$) by stating the positive effect of studying English on their communicative competence and linguistic self-confidence. Another item which most of them agreed on with a high mean value ($\bar{X}=4.13$) was the Item 29 delineating how much they wished they could speak English as fluently as native speakers. Of all the items in the attitude scale, probably the most striking result was the one related to their preference as to whether they wanted to study in their mother tongue or another foreign language (Item 18 as $\bar{X} = 2.56$). Thus, by indicating a neutral response at this point, the Turkish students indicated that they were not constrained to communicate only in their mother tongue rather than being open to any other languages in their communication activities.

When it comes to the Syrian students, the results revealed some similar findings for them in terms of L2 attitude subscales. The findings showed that the Syrian students had a moderate level of attitude by expressing their agreement on two of the sub-categories and neutrality in one of them. In other words, they mostly agreed on the items related with both cognitive aspect ($\bar{X} = 3.41$) and emotional aspect ($\bar{X} = 3.66$) of L2 attitudes, while they preferred to remain neutral in their responses to the items regarding the behavioral aspect with a mean value of ($\bar{X} = 3.24$). Results for the Items 5, 25, and 26 stating respectively whether the Syrian students were concerned or not during communication revealed that they remained undecided in terms of feeling worried while speaking English with others ($\bar{X} = 2.52$). In addition, they stated their disagreement on getting unrelaxed whenever they had to speak in their English classes ($\bar{X} = 2.33$), which indicated that they did not have much communication apprehension in speaking classes. Another significant finding was that the Syrian students did not feel embarrassed to speak English in front of other students ($\bar{X} = 2.27$), which showed that they did not find their English lessons or classroom environment so worrisome during their communication activities. Considering these results, it can be concluded that the Syrian students behaviorally, similar to the Turkish students, had a positive approach to English language learning and communicating in English classes.

Regarding the cognitive aspect of their L2 attitudes, it was revealed that the Syrian students cognitively agreed on the significant contribution of the English language to them both academically and communicatively. Items 8, 9, and 34 indicate how the students view English language cognitively. In this sense, they believed that there was an important relationship between studying English and getting intellectually more knowledgeable and understanding ($\bar{X} = 3.83$). The fact that they agreed on looking forward to studying more in the future was also a clear indication of how integratively and instrumentally they wished to learn English in their academic life ($\bar{X} = 3.83$). Additionally, it was one of the important findings that learning English increased their knowledge level and led them generate new thought associations in their minds ($\bar{X} = 3.83$). This finding indicates that they do not simply consider English as an ordinary school subject to be learned, but rather as a primary factor that can positively affect their mental dynamics and activities (Gill, 2003; Golubkov, 2002; Yashima, 2002). Another striking finding demonstrating that the students were cognitively aware of the importance of learning and improving English was their attribution to the relationship

between studying English and considerable progress in effective communication ($\bar{X} = 3.88$).

Similar to the Turkish students, the highest scores of Syrian students in the context of L2 attitude subscales were found to be for the emotional subscale ($\bar{X} = 3.66$). Among the items showing that they had a positive attitude towards studying and learning English emotionally were the Items 27, 32, 43, 44. As such, the results indicated that a significant majority of the students wished to speak English as fluently as native speakers ($\bar{X} = 4.13$), which suggests that speaking English fluently is an ultimate goal to be reached for them in L2 learning process. Similarly, with a high mean value of ($\bar{X} = 3.59$), the students emphasized that studying English made them feel more confident in their classes, which means that studying English has a positive effect on students in that it gradually reduces the lack of self-confidence in them. Besides, most of the students agreed on the fact that knowing English at a satisfactory level would be an important gain for them ($\bar{X} = 3.76$). Lastly, the students stated that they look forward to attending English classes and communicating with their friends as much as possible ($\bar{X} = 3.49$), which denotes that they do not actually learn English just to save the day or pass their exams at school.

RQ2b. What are the Turkish and Syrian students' perceptions with respect to emotional intelligence subscales?

The descriptive statistics illustrating the subscales in emotional intelligence scale and grand totals with regards to the perceptions of Turkish and Syrian students are presented in Table 13. When the findings related to the total sub-scores for the respondents' emotional intelligence (EI) profiles were examined, it was found that the Turkish students' perceptions about all the sub-scales of the EI scale and its overall total scores were in the response type as 'Generally', with a total mean value of ($\bar{X} = 3.49$). The main subscales that constitute the EI scale are 'Intrapersonal', 'Interpersonal', 'Adaptability', 'Stress management', and 'General mood' subscales, among which the highest total mean value belongs to the interpersonal subscale ($\bar{X} = 3.91$) and relatively the lowest total score does belong to the stress management subscale or sub-skill ($\bar{X} = 2.92$).

Table 13

Descriptive Statistics for the Turkish and Syrian Students: Emotional Intelligence Sub-scales and Grand Total Sub-scores

Nation	Sub-scales	\bar{X}	sd.	Responses
Turkish	Intrapersonal	3.54	.36	Generally
	Interpersonal	3.91	.38	Generally
	Adaptability	3.33	.30	Sometimes
	Stress Management	2.92	.28	Sometimes
	General Mood	3.67	.46	Generally
	Total	3.49	.29	Generally
Syrian	Intrapersonal	3.29	.20	Sometimes
	Interpersonal	3.63	.27	Generally
	Adaptability	3.14	.21	Sometimes
	Stress Management	2.85	.23	Sometimes
	General Mood	3.23	.27	Sometimes
	Total	3.24	.15	Sometimes

When the mean value for the intrapersonal intelligence of Turkish students is considered, it was seen that emotionally they had high levels of intrapersonal intelligence in general ($\bar{X}=3.54$), which indeed accounts for around 71 % of all the students. Items 3 and 7 representing independence, one of the sub-components of the intrapersonal subscale, indicated that almost 50 % of the Turkish students were quite keen on their individual freedom and that they should be respected in their work environment where they need to work away from any kind of pressure ($\bar{X}=2.49$). On the other hand, the fact that 59.2 % of the students stated that they need more help and care from the others around them shows that they can not act fully independently in social life yet since they feel dependent on their social responsibilities within the mainstream society ($\bar{X}=2.96$). With Item 5 ($\bar{X}=3.95$), a significant majority of the students (almost 79 % of them) stated that they were very eager to learn and realize the things they like as much as they could. However, the very limited number of the things they have accomplished in recent years means that almost 50 % of the students either have not made enough attempts to achieve their goals or they have not been able to utilize the opportunities they have had accordingly (Item 10 with a mean value of $\bar{X}=2.49$). This is a significant finding similar to the finding in Tosun's (2013) study in

that the Turkish students in both of the studies have not yet fully achieved their self-actualization within the social structure they feel affiliated to.

Items 14 and 17 represent the assertive or resolutionist skill of the Turkish students respectively. Interestingly enough, it was revealed that 54,8 % of the students sometimes found it hard to say no to someone when they did not want to do anything unfavourable for them. With a mean value of ($\bar{X} = 2.74$), what can be deduced from this perception attributed to Item 14 is that the Turkish students may sometimes remain indecisive when they encounter some situations that might challenge their will. On the other hand, with item 17, another item indicating their resolution, 76 % of the students ingenuously noted that they would show their reaction to the other people by getting angry with them and uttering this to them openly in case of a wrong treatment or disaffection ($\bar{X} = 3.80$).

Considering the adaptability EI of the Turkish students within the context of intrapersonal intelligence, it was found that 66.6 % of the students could generally adapt to different situations or new conditions without much difficulty ($\bar{X} = 3.63$). Similarly, 66.4 % of them stated that it was not so hard for them to be able to quit their old habits, which is an indication of behavioral flexibility in their personality in changing situations. However, with a mean value of ($\bar{X} = 2.82$), more than half of the students (almost 57 % of them) noted that they sometimes had difficulty in changing their opinions about some things. A similar finding was reported in Kahraman's (2013) study which examined the possible effects of socio-affective L2 learning strategies and emotional intelligence (EI) training on EFL students' foreign language anxiety (FLA) in speaking classes. The results indicated that 57 % of the students who did not attend classes regularly and had a lower level of language proficiency had relatively more difficulty in changing their opinions in certain situations than the students with a higher level of language proficiency and class participation.

As for reality-testing as a sub-component of adaptability intelligence in the students, the mean values for the Items 15, 18, and 21 showed that the Turkish students demonstrated a moderate level of reality-testing ability in some situations and relatively a higher level of this ability in some other situations. For instance, 75.4 % of the students evaluated what is happening around them with its plain reality. In other words, with a high mean value of ($\bar{X} = 3.77$), it is clear that they can look at divergent events occurring around them from a realistic perspective. In addition, a substantial majority of

the students (60.6 %) were found to consider exaggeration as a part of life and internalized it. And lastly, Item 21 assessing the reality-testing ability showed that 61.6 % of the participants had the average score of ($\bar{X}=3.08$) by indicating that more than half of them were not fully aware of the things happening around them.

In terms of general mood EQ, the related items also produced some different but striking results. For example, almost 70 % of the students emphasized that they have a fun personality in social life and therefore they do not have any difficulty in communicating or reaching an agreement with others ($\bar{X}=3.49$). A similar finding was reported in a longitudinal study by Tevdovska (2017), in which it was aimed to examine a group of students' self-assessment of emotional intelligence and their perceptions as to how emotional intelligence and affective factors influence foreign language learning. The findings revealed that the more the L2 learners were developed in terms of emotional intelligence and the better they felt in general mood, the more academic achievement they could reach and the easier it became to get along with them in the whole continuum.

On the other hand, it is noteworthy that almost 65 % of the students indicated that they sometimes felt very bad in some cases ($\bar{X}=3.23$). Considering that the vast majority of the students experience the critical late adolescence or post-adolescence period, it is almost inevitable for them to feel unwell due to some emotional changes or mood swings mainly caused by stress or depression during this transitional stage. In support of this, Helen Herrman (2018), an Australian research scientist of psychiatry and president of World Psychiatry Association (WPA) at present, suggests in her diagnostic study that adolescence is a critical period including the most striking years of development and change. It is a period that is overwhelmed by everyone due to the shock of a very rapid change and unpredictable physical and mental development. Moreover, difficulties in programming or organizing their life can negatively affect their health. As such, they want others to see, recognize, and validate their thoughts and expectations in many situations. Even though they want all these things to happen the way they want and think, in fact they are also afraid of behaving so. And unfortunately, this can further affect their stress health adversely.

The items elucidating the Turkish students' optimism in divergent situations revealed some important findings as well. As for their self-motivation, 71.4% of the students reported that, even in case of uncontrolled complication of events, they could

manage to stay calm and keep their motivation alive ($\bar{X}=3.57$). Similarly, a considerable majority of the students (74,2 % of them) stated that, apart from knowing that the problems they may experience from time to time is an inevitable reality of life, maintaining their optimism even in such hard times provides them with a great impetus and motivating power leading them to be able to manage their emotions efficiently ($\bar{X}=3.71$).

Furthermore, a significant majority of the students (almost 77%) laid emphasis on keeping hopeful even in harder conditions. That is, they are in favor of looking to the future with hope, despite many challenging problems in different areas of social life. Given the importance and facilitative role of positive emotions in language learning, MacIntyre and Gregersen (2012) suggest in their comprehensive review article that both the state of hopefulness and possessing positive emotions have a special function as broadening individuals' perspectives and enabling them to internalize the target language learned. In contrast, generating negative emotions such as language anxiety or communication apprehension tends to lead to a narrowing of attention, restriction in comprehending potential input, withdrawal, closing off, and eventually self-protection behavior in individuals (Ely, 1986; Horwitz, Horwitz, & Cope, 1986). In line with this, Fredrickson (2006) argues through her 'broaden and build theory' that positive emotions play a significant role in the development of such enduring resources as psychological resilience, heightened levels of creativity and awareness, exploratory thoughts and actions in individuals learning a L2 (p. 219). Putting particular emphasis on the potentially disruptive effects of negative emotions on individuals, Horwitz, Horwitz, and Cope (1986) argue that negative emotions induce individuals to stand aloof from producing creative thinking, broadening their self-awareness and encouraging novel, exploratory, and varied thoughts and actions. Briefly, as suggested by Pavlenko (2002) and Dewaele (2010), positive emotions actively enhance health and well-being in individuals, while negative emotions do the opposite.

When the findings were examined for the Syrian students in terms of EI subscales and total sub-scores, some striking results were found with respect to their interpersonal and stress management EQs. It was reported that the type of emotional intelligence with the highest mean value of all the other subscales was interpersonal intelligence ($\bar{X}=3.63$). Items 8, 9, and 11 account for social responsibility, which is one of the sub-components of emotional intelligence. In this regard, 65.6% of the Syrian

students stated that if they had an opportunity to disobey the current legal obligation, they would partially oppose the social laws or rules that organize their lives ($\bar{X} = 3.28$). According to Jia, Gottardo, and Ferreira (2017), there are primarily two important reasons why the individuals of a minority group might not uphold their social responsibilities in the mainstream society they live in or tend to question the social order from time to time.

One of these reasons that makes the social and cultural integration of individuals in that community difficult is that they try to learn a new language different from their own. If the common assumption is that being able to communicate in a new language is a prerequisite for learning the culture of the mainstream society and getting socialized in that society, then the difficulty the Syrian students experience in learning or acquiring Turkish language might be an important barrier to their social or cultural integration (Harwood, 2010; Lybeck, 2008; Tomasello, Kruger & Ratner, 1993). As the second reason, Schumann (1986) argues in his acculturation theory that attitudes toward the mainstream cultural groups have a significant role in either promoting the social integration of the immigrant groups or slowing down this process. In this sense, as further argued by him, when immigrant groups have positive attitudes toward the mainstream cultural groups they live together with, their socialization and social responsibility awareness are more likely to be enhanced than if both of the sides view each other negatively. Item 9 with the highest mean value of ($\bar{X} = 4.50$) revealed a very striking result in that 90% of the Syrian students indicated that they would help someone in urgent need even if they had to be somewhere else. By thinking this way, they actually highlight the importance of reaching out to people in need, regardless of their ethnic identity or what language they speak.

The items related with the Syrian students' interpersonal relationships revealed some significant results, too. Since a considerable majority of them (61.8%) put emphasis on the significance of being a sociable person, it was seen that they could develop and maintain their relations with others, referring to the importance of keeping good social relations in the society ($\bar{X} = 3.09$). And also, seeing themselves as social individuals shows that they have begun to reduce the social distances between them and other people in the society by taking some steps towards socialization. Similarly, 73.6% of the students stated that they had no problem in sharing their special things or secrets

with their friends, which clearly shows that they attach enough importance to their friendships and that sincerity is an important part of their friendships ($\bar{X} = 3.68$).

Undoubtedly, it was 'empathy' with the highest scores when compared to the other sub-components of interpersonal EQ. As such, the results obtained from items 22, 26 and 31 show that the Syrian students are generally able to develop empathic thinking towards others and care what other people feel in social life. For instance, 82.4% of the students enunciated that they could understand others very well even when they could not express their feelings directly ($\bar{X} = 4.12$). In addition, with a relatively higher mean value of ($\bar{X} = 4.26$), 85.2 % of the students indicated how sensitive and considerate they could be towards other people in case of difficult situations they go through. Considering all of these, it can be concluded that Syrian students generally have a moderate to high level of interpersonal relationships with others and their friends, and that they have reached a relatively more advanced level of interpersonal EQ compared to the other types of emotional intelligence.

The findings of the study also revealed that the sub-skill of emotional intelligence in which Syrian students had relatively lowest scores was stress management EQ. Items 27, 36, 42, and 43 represent the stress tolerance skill of the students. In this sense, more than half of the students (55%) stated that it was hard for them to encounter and deal with some unpleasant events that happen out of their control ($\bar{X} = 2.80$). Similarly, almost 64% of the students reported that they only sometimes knew how to keep calm under difficult circumstances ($\bar{X} = 3.18$). These results show that the Syrian students emotionally have a moderate level of self-regulation or self-control in dealing with difficulties in their lives (Pishghadam & Ghonsooli, 2008; Pishghadam & Tabataba'ian, 2011). In respect to how they keep their anxiety under control in different situations of concern, almost 56% of the students agreed on having difficulty in controlling their anxiety in daily deeds such as communication with others or in situations requiring high performance ($\bar{X} = 2.75$). However, in respect to coping with stress, 66% of them noted that they could contend with stress without getting annoyed or losing their anger ($\bar{X} = 3.30$). This finding related with stress reveals relatively a bit more different result from anxiety in students. In other words, while more than half of the students indicated that they sometimes found it hard to overcome anxiety in certain cases, a relatively higher majority of them stated that they could cope

with stressful situations efficiently, even without getting annoyed. If this is the case, it is quite likely that the students experience an emotional contradiction at this point.

Considering this, Goering, Wasylenski, and Durbin (2000), as three prominent researchers from Canadian Mental Health Association, suggest that there is a fine line between anxiety and stress in that both of the constructs are generally used interchangeably. Although both of them are mental and emotional responses to some challenging events, stress differs from anxiety in some ways, especially in terms of the things or factors that cause them to happen. In this sense, stress focuses mainly on external pressures that we have trouble coping with. When we get stressed, we usually know what causes stress in us. And thus, the stressful situation or maladaptive thought is most likely to end when the symptoms of stress disappears too. However, anxiety is not always as easy to figure out as stress since anxiety mainly focuses on some persistent emotional hassles or excessive fears about different things that might threaten us. In other words, even if the symptoms or things triggering anxiety are eliminated, the state of having anxiety might somehow continue to exist both mentally and physically.

If the above-mentioned situation of the Syrian students is considered again, it can be inferred that they may sometimes get stressed due to some short-term external triggers or pressures such as a work deadline, school tasks, peer pressure, or financial problems. As such, a significant majority of them (66%) stated that they could cope with and overcome such stressful situations in line with the explanations made considering stress above. On the other hand, in the case of anxiety, it is highly probable that they experience some anxiety disorders such as agoraphobia (the fear of public or open spaces), panic disorder or social anxiety mainly triggered by a pervasive fear of devastating social situations like civil wars or long-lasting chaotic turmoils in their country. And therefore, they reported that they sometimes have difficulty in subduing their anxiety or adversity they experience in various situations. Regarding all of these, it can be concluded that a considerable majority of the Syrian students (almost 73%) perceive themselves as competent enough in their interpersonal relations with others in the mainstream society they live in. On the other hand, more than half of this majority (57%) envisage themselves as quite stressful and anxious due to some external or internal reasons or triggers they face in their social life. The descriptive statistics illustrating the differences in Turkish and Syrian EFL learners's perceptions of their willingness to communicate, emotional intelligence profiles, and their attitudes toward learning English as a L2 are presented in the following sub-sections.

4.1.3. RQ3: Do Turkish and Syrian students' perceived levels of WTC, AT, and EI differ from each other significantly with respect to the nationality and gender variables?

The results demonstrating the differences in Turkish and Syrian EFL learners' perceptions of their L2 willingness to communicate are presented in table 14. In order to investigate the perceptual differences regarding both of the groups, the data were analyzed by the Mann Whitney U test.

Table 14

A Comparison of Turkish and Syrian EFL Learners' L2 WTC inside and outside the Classroom

	Nationality	N	Mean Rank	Sum of Ranks	U	Z	P
WTC in	Turkish	100	140.08	14007.50	1042.50	-9.673	.000
	Syrian	100	60.93	6092.50			
WTC out	Turkish	100	134.35	13434.50	1615.50	-8.273	.000
	Syrian	100	66.66	6665.50			

When Table 14 was examined, it was found that there was a statistically significant difference between the Turkish and Syrian students' L2 willingness to communicate scores inside the classroom [$U_{WTC\ in}=1042.5$, $z=-9.673$, $p<.05$] and outside the classroom [$U_{WTC\ out}=1615.5$, $z=-8.273$, $p<.05$] according to the nationality variable. Considering the data obtained from the mean rank and medians, it was revealed that willingness to communicate in English both inside and outside the classroom showed a more significant difference in favor of the Turkish students [WTC in Median_{Turkish}=111.5, WTC out Median_{Turkish}=100], than the Syrian students [WTC in Median_{Syrian}=80; WTC out Median_{Syrian}=75]. The comparative results indicated that both Turkish and Syrian students had a moderate level of L2 WTC, with the exception of Turkish students' higher scores in a few sub-dimensions of WTC. This significant finding is in line with the findings of some previous studies (e.g., Başöz, 2018; Bektaş-Cetinkaya, 2005; Ghonsooly et al., 2012; Kanat-Mutluoğlu, 2016; Oz et al., 2015; Şener, 2014). Despite the moderation in the scores of both groups in L2 WTC, the results obtained in some L2 WTC subcomponents were observed to be significantly different between the two groups in this comparison.

One of these above-mentioned WTC subscales that shows the difference between the two student groups clearly is teachers, as one of the types of receivers that

students prefer to communicate with inside and outside the classroom most. In this sense, while a great majority of the Turkish students (73.6%) expressed their preference in communicating with their teachers with a mean value of ($\bar{X}=7.36$), this corresponded to a relatively lower percentage of (57.2%) and a mean value of ($\bar{X}=5.72$) for the Syrian students. When the results for the Syrian students are considered, it can be suggested that the Turkish students believe that teachers have a more active role than their friends in solving some of the problems they may experience in their language education process at school. In a similar vein, the second type of receivers who the Turkish students preferred communication with more and got higher L2 WTC scores than the Syrian students were their friends.

With a higher mean score of L2 WTC inside the classroom ($\bar{X}=7.28$) and outside the classroom ($\bar{X}=6.64$), the Turkish students indicated that they preferred to initiate communication with their friends more than their Syrian counterparts with a relatively lower mean value for L2 WTC inside the classroom ($\bar{X}=5.40$) and outside the classroom ($\bar{X}=5.13$). This showed that Turkish students found it more efficient than Syrian students to communicate with their individual friends or group mates through group discussions, in-group presentations, and some other interactive English games that require their active group participation. Some similar findings involving the participants' relatively higher scores in L2 WTC inside and outside the classroom were observed in some studies previously conducted in different contexts as well. For instance, the findings with respect to EFL learners' higher levels of L2 WTC both inside and outside the classroom in Liu and Jackson's study (2008) and Peng (2015) in Chinese context, Denies et al. (2015) in Belgian context, and Ekin (2018) in Turkish context can be given as some example studies with similar findings.

Another L2 WTC subscale showing the differing results of Turkish and Syrian students is the context type that represents the EFL learners' divergent L2 communication contexts. Regarding the L2 communication context, the results revealed that almost 70% of the Turkish students were willing to communicate in English, more preferably in dyads, inside ($\bar{X}=7.24$) and outside the classroom with a mean value of ($\bar{X}=6.78$). As for communicating in small groups, this result was ($\bar{X}=6.82$) for their L2 WTC inside the classroom and ($\bar{X}=6.16$) outside the classroom. Given the context of communication, these results obviously showed that the Turkish students perceive

themselves as more successful in dyadic or two-way communication with their friends, teachers, or foreigners inside and outside the classroom.

When the comparative results were examined, it was found that the communication contexts in which Syrian students preferred to communicate in English most were dyads and small groups, too. However, they had relatively lower L2 WTC scores in both types of contexts than their Turkish counterparts. That is, almost 52 % of the Syrian students were found to be willing to communicate in dyadic situations with a mean value of ($\bar{X}=5.40$) inside classroom and ($\bar{X}=5.23$) outside the classroom. And also, they had a low to moderate level of L2 WTC in small groups both inside the classroom ($\bar{X}=5.12$) and outside the classroom ($\bar{X}=4.92$). Similar to the Turkish students, the Syrian students were found to be successful in communication with their friends, teachers, or strangers through dyads and small groups too, despite some relatively lower levels of L2 WTC in these two contexts. Based on these results, it can be said that both Turkish and Syrian students perceived themselves more competent and willing to communicate inside the classroom rather than outside the classroom. This is a statistically significant finding since the results of the current study are in line with the results of some other studies conducted by Tannenbaum and Tahar (2008) and Bursalı and Oz (2017).

The results in Table 15 that examine the differences between Turkish male and female students' perceptions about their L2 WTC according to gender variable are presented below. In order to investigate the perceptual differences regarding both of the genders in the study, the data were analyzed by the Mann Whitney U test. As indicated in Table 15, there is statistically no significant difference between the Turkish male and female learners in terms of their L2 WTC inside [UWTC in = 1063, 5, $z = -.961$, $p > .05$] and outside the classroom [UWTC out = 1142, 0, $z = -.408$, $p > .05$] according to the gender variable. Despite a non-significant difference in the L2 WTC mean scores of both genders, the male EFL learners were reported to perceive slightly higher WTC inside the classroom with a mean rank of (52.78) than the female EFL learners with a mean rank of (47.09). As for the out-class L2 WTC levels of the male students (49.53) and female students (51.95), no significant difference was reported, either.

Table 15

A Comparison of L2 WTC levels of Turkish EFL Learners according to Gender

	Gender	N	Mean Rank	Sum of Ranks	U	Z	P
WTC in	Male	60	52.78	3166.50	1063.50	-.961	.337
	Female	40	47.09	1883.50			
WTC out	Male	60	49.53	2972.00	1142.00	-.408	.683
	Female	40	51.95	1078.00			

Similar to the results of Donovan and MacIntyre (2004) and Kanat Mutluoğlu (2020) demonstrating statistically the indifferences in WTC level based on the gender variable, the current study reported no clear-cut differences between the Turkish EFL learners with respect to their genders. And therefore, the gender-based difference in the levels of Turkish students' L2 WTC inside and outside the classroom could not be regarded as a significant result.

The results indicating the differences between the Syrian male and female EFL learners' L2 WTC inside and outside the classroom according to their genders are displayed in Table 16. In order to investigate the perceptual differences regarding both of the genders in the study, the data were analyzed by the Mann Whitney U test. Based on the results of the Table 16, it is clearly seen that there is statistically a significant difference between the male and female EFL learners in terms of their L2 WTC inside the classroom [$U_{WTC\ in}=774, 0, z=-2.940, p< .05$] but a non-significant difference between the two genders outside the classroom [$U_{WTC\ out}=1142, 0, z=-.408, p> .05$].

Table 16

A Comparison of L2 WTC levels of Syrian EFL Learners according to Gender

	Gender	N	Mean Rank	Sum of Ranks	U	Z	P
WTC in	Male	61	57.31	3496.00	774.00	-2.940	.003
	Female	39	39.85	1554.00			
WTC out	Male	61	53.86	3285.50	984.50	-1.452	.147
	Female	39	45.24	1764.50			

The comparative results showed that the Syrian male learners of English perceived higher L2 WTC than the female learners inside the classroom with a rank average of (57.31) against (39.85). On the other hand, a relatively lower mean rank was

observed in WTC between the two groups of students outside the classroom as (53.86) and (45.24). One of the striking findings of the current study was that the degree of WTC in English was decreased for the male learners, whereas this degree was increased for the female learners outside the classroom. Therefore, in a pairwise comparison, the male learners could be identified as high willing learners in-class settings, while the female learners could be identified as high willing learners in out-class settings.

As suggested by Kanat Mutluoğlu (2020) and Peng (2015), a possible explanation for the reason why the Syrian female EFL learners perceive more L2 WTC outside rather than inside the classroom might lie in feeling freer of being assessed outside the classroom. Another implication that can be drawn with respect to the decrease in L2 WTC results of the male learners in out-of-class settings is that they are not sufficiently exposed to English as the target language and they have a much lower chance of communicating with others in English outside the classroom (Kanat Mutluoğlu, 2020; Mystkowska-Wiertelak & Pawlak, 2014; Peng, 2015). The fact that they may not have some hardware or software L2 communication opportunities to use English as their language of communication outside the classroom and see to what extent they are willing or not, at least in situations that require L2 communication, might be another reasonable explanation for this situation.

The descriptive statistics demonstrating the differences between the Turkish and Syrian EFL learners' attitudes towards English as an L2 (AT) with regards to the nationality variable are presented in Table 17. In order to examine to what extent the L2 attitudinal profiles of both student groups differ from each other, the Wilcoxon Sum of Ranks test was employed. In the light of the findings regarding the subcomponents of the ATE scale and their total mean ranks, it was observed that the perceptions of the Turkish and Syrian students in relation to their L2 attitudes differed from each other significantly in terms of the nationality variable. With regard to all the three sub-scales of L2 attitude, the results revealed that both the Turkish and Syrian students portrayed divergent behavioral characteristics in their attitudes towards learning and communicating in English as a foreign language with a total mean rank of [$U_{Behavioral Aspect}=2792.0$, $z=-5.405$, $p<.05$]. For instance, the mean values of the responses to the items (6.18) expressing that learning English both contributes positively to the personality development of individuals and also improves their communication and relationships with friends showed that the Turkish students ($\bar{X} = 4.05$) exhibited more

positive attitudes than the Syrian students ($\bar{X} = 3.82$). The mean ranks of the two student groups for the behavioral aspect of L2 attitudes (CAA) also indicate how the Turkish students attitudinally display a more positive approach to learning and using English as a foreign language than the Syrian students. In this sense, the total mean rank of the items responded by the Turkish students was (122.58), almost equivalent to 71 % of the students, while this was only (78.42) for the Syrian students with a relatively lower percentage (65%). In a similar study conducted by Abidin, Pour-Mohammadi, and Alzwari (2012), the researchers investigated the Libyan EFL learners' attitudes towards learning English in order to explore any significant differences in terms of behavioral, cognitive, and emotional aspects of L2 attitudes. The results for the three sub-dimensions of L2 attitudes revealed that, contrary to the results of the current study, Libyan students displayed negative attitudinal profiles in all the three sub-categories.

Table 17

Descriptive Statistics for EFL Learners' L2 Attitudes based on Nationality Variable

	Nationality	N	Mean Rank	Sum of Ranks	U	Z	P																																
Behavioral Aspect	Turkish	100	122.58	12258.00	2792.00	-.405	.000																																
	Syrian	100	78.42	7842.00				Cognitive Aspect	Turkish	100	119.72	11971.50	3078.50	-.708	.000	Syrian	100	81.29	8128.50	Emotional Aspect	Turkish	100	117.11	11710.50	3339.50	-.065	.000	Syrian	100	83.90	8389.50	Total	Turkish	100	120.14	12013.50	3036.50	-.799	.000
Cognitive Aspect	Turkish	100	119.72	11971.50	3078.50	-.708	.000																																
	Syrian	100	81.29	8128.50				Emotional Aspect	Turkish	100	117.11	11710.50	3339.50	-.065	.000	Syrian	100	83.90	8389.50	Total	Turkish	100	120.14	12013.50	3036.50	-.799	.000	Syrian	100	80.87	8086.50								
Emotional Aspect	Turkish	100	117.11	11710.50	3339.50	-.065	.000																																
	Syrian	100	83.90	8389.50				Total	Turkish	100	120.14	12013.50	3036.50	-.799	.000	Syrian	100	80.87	8086.50																				
Total	Turkish	100	120.14	12013.50	3036.50	-.799	.000																																
	Syrian	100	80.87	8086.50																																			

Considering the cognitive aspect of L2 attitudes (CAA), the Turkish and Syrian EFL learners were found to differ from each other significantly in terms of their attitudes towards English as a L2 [$U_{\text{Cognitive Aspect}}=3078.5$, $z=-4.708$, $p<.05$]. A close look at the Table 17 clearly reveals this significant difference between the Turkish students and Syrian students with differing mean ranks as (119.72) and (81.29). Additionally, the mean values for some featured items such as 8 and 9 support this difference with respect to the cognitive aspect of their attitudes. Item 8, which points to the relationship between studying English and having more knowledge and

understanding in academic life, was rated positively by a significant majority of the Turkish students (almost 83%) with a mean value of ($\bar{X}=4.12$). However, it was responded positively by almost 70% of the Syrian students with a mean value of ($\bar{X}=3.83$), which indicates that the Turkish students are instrumentally more motivated and eager to learn and use English in their academic life. Similarly, Item 9, which denotes whether students are willing to learn English as a FL in the future, revealed a striking result for both of the student groups. In other words, while 81% of the Turkish students expressed their willingness to keep learning English in the future with a mean value of ($\bar{X}=4.04$), 75% of the Syrian students endorsed their expectance to improve their linguistic competence in the future. One possible implication that can be drawn from this is that the Turkish students, compared to the Syrian students, are cognitively more aware of the fact that learning English will make more contribution to their future academic life (Abidin et al., 2012; Dewaele, 2008; Eshghinejad, 2016; Kara, 2009; Öz, 2015; Shimizu, 2000)

The results regarding the emotional aspect of EFL learners' attitudes (EAA) revealed how emotionally the two groups of students were different from each other in their L2 attitudinal profiles. As can be seen in Table 17, the overall mean rank of the items pointing to the emotional aspect of both student groups' attitudes was [$U_{\text{Emotional Aspect}}=3339,50$, $z=-4.065$, $p<.05$]. It was revealed that, of the results with respect to the subcomponents of the attitude scale, the most striking and different results belonged to the emotional aspect of L2 attitudes. In other words, while the total mean rank of the items responded by the Turkish students was (117.11) and a mean value of ($\bar{X}=3.88$), it was a lower mean rank (83.90) and mean value ($\bar{X}=3.66$) for the Syrian students.

Among all the items analyzed in detail in the attitude scale, some of the items that shed light on the emotional differences of the two groups with some significant results were such items as 4, 29, and 38. With a high mean value of ($\bar{X}=3.89$), the result for the Item 4 delineating the enthusiasm of the EFL learners while communicating in English with others showed that the Turkish EFL students felt more excitement than the Syrian EFL students ($\bar{X}=3.78$) in their communicative activities with others. Concerning the fluent and effective use of language as a common and ultimate goal of all language learners trying to learn English as a foreign language, a different result was obtained for the Item 27 from both of the student groups. That is, while almost 90% of the Turkish EFL students clearly indicated their wish as to speak

English more fluently with a mean value of ($\bar{X}=3.78$), 82% of the Syrian EFL students wished for a more fluent use of English in daily communication with a relatively lower mean value of ($\bar{X}=4.13$). As for their perceptions that studying English regularly provides greater self-confidence in foreign language learners, 77% of the Turkish students held the view that they had more linguistic self-confidence due to studying English regularly ($\bar{X}=3.81$). With a relatively lower mean value ($\bar{X}=3.59$), 71% of the Syrian students stated that the more they studied English language regularly, the more self-confidence they felt in L2 language learning. Overall, the results for the differences between the two EFL student groups' L2 attitudinal profiles revealed that there is a significant difference in favor of Turkish students regarding both the mean ranks and grand total scores [$U_{Total}=3036,5$, $z=-4.709$, $p<.05$] of all the three sub-components of ATE scale, namely, behavioral aspect, cognitive aspect, and emotional aspect.

The descriptive statistics showing the differences between Turkish and Syrian EFL learners' attitudes towards English by gender variable are presented in Table 18. In order to analyze to what extent the gender-related scores of both student groups are different from each other, the Wilcoxon Sum of Ranks test was employed.

Table 18

Descriptive Statistics for EFL Learners' L2 Attitudes based on Gender Variable

	Gender	N	Mean Rank	Sum of Ranks	U	Z	P
Behavioral Aspect	Male	121	94.29	11408.50	4027.50	-1.883	.060
	Female	79	110.02	8691.50			
Cognitive Aspect	Male	121	102.72	12429.00	4511.00	-.673	.501
	Female	79	97.10	7671.00			
Emotional Aspect	Male	121	98.79	11953.00	4572.00	-.520	.603
	Female	79	103.13	8147.00			
Total	Male	121	97.52	11799.50	4418.50	-.902	.367
	Female	79	105.07	8300.50			

When the table 18 was examined, it was found that there was not statistically a significant difference between the Turkish and Syrian EFL learners with regards to their genders. In this sense, the scores for both the mean ranks of the subcomponents in the ATE scale and the grand total scores are given as follows: [$U_{Behavioral\ Aspect}=4027.5$, $z=-$

1.883, $p > .05$; $U_{\text{Cognitive Aspect}} = 4511.0$, $z = -.673$, $p > .05$; $U_{\text{Emotional Aspect}} = 4572.0$, $z = -.520$, $p > .05$; $U_{\text{Total}} = 4418.5$, $z = -.902$, $p > .05$]. In other words, the analyses indicated that gender as a variable did not create significant differences in the attitudinal profiles of both the Turkish and Syrian students. The gender-based results of the current study somehow echoed the results of the study conducted by Donovan and MacIntyre (2004) suggesting almost statistically no differences in EFL learners' L2 attitudes based on gender in older ages. Therefore, the gender-based difference in the L2 attitudinal levels of both student groups could not be suggested as a significant result (Akay, Emel, Toraman & Çetin, 2015).

The descriptive statistics indicating the differences between the Turkish and Syrian students' emotional intelligence (EI) profiles in L2 learning by nationality variable are shown in Table 19. In order to analyze the nation-based emotional profiles of both student groups, the Wilcoxon Sum of Ranks test was employed accordingly.

Table 19

A Comparison of EFL Learners' Emotional Intelligence Profiles by Nationality Variable

Sub-component	Nationality	N	Mean Rank	Sum of Ranks	U	Z	p																																																								
Intrapersonal	Turkish	100	122.36	12236.00	2814.00	-5.362	.000																																																								
	Syrian	100	78.64	7864.00				Interpersonal	Turkish	100	127.26	12725.50	2324.50	-6.573	.000	Syrian	100	73.75	7374.50	Adaptability	Turkish	100	120.03	12002.50	3047.50	-4.808	.000	Syrian	100	80.98	8097.50	Stress Management	Turkish	100	108.08	10807.50	4242.50	-1.873	.061	Syrian	100	92.93	9292.50	General Mood	Turkish	100	130.26	13025.50	2024.50	-7.299	.000	Syrian	100	70.75	7074.50	Total	Turkish	100	128.98	12897.50	2152.50	-6.961	.000
Interpersonal	Turkish	100	127.26	12725.50	2324.50	-6.573	.000																																																								
	Syrian	100	73.75	7374.50				Adaptability	Turkish	100	120.03	12002.50	3047.50	-4.808	.000	Syrian	100	80.98	8097.50	Stress Management	Turkish	100	108.08	10807.50	4242.50	-1.873	.061	Syrian	100	92.93	9292.50	General Mood	Turkish	100	130.26	13025.50	2024.50	-7.299	.000	Syrian	100	70.75	7074.50	Total	Turkish	100	128.98	12897.50	2152.50	-6.961	.000	Syrian	100	72.03	7202.50								
Adaptability	Turkish	100	120.03	12002.50	3047.50	-4.808	.000																																																								
	Syrian	100	80.98	8097.50				Stress Management	Turkish	100	108.08	10807.50	4242.50	-1.873	.061	Syrian	100	92.93	9292.50	General Mood	Turkish	100	130.26	13025.50	2024.50	-7.299	.000	Syrian	100	70.75	7074.50	Total	Turkish	100	128.98	12897.50	2152.50	-6.961	.000	Syrian	100	72.03	7202.50																				
Stress Management	Turkish	100	108.08	10807.50	4242.50	-1.873	.061																																																								
	Syrian	100	92.93	9292.50				General Mood	Turkish	100	130.26	13025.50	2024.50	-7.299	.000	Syrian	100	70.75	7074.50	Total	Turkish	100	128.98	12897.50	2152.50	-6.961	.000	Syrian	100	72.03	7202.50																																
General Mood	Turkish	100	130.26	13025.50	2024.50	-7.299	.000																																																								
	Syrian	100	70.75	7074.50				Total	Turkish	100	128.98	12897.50	2152.50	-6.961	.000	Syrian	100	72.03	7202.50																																												
Total	Turkish	100	128.98	12897.50	2152.50	-6.961	.000																																																								
	Syrian	100	72.03	7202.50																																																											

A close look at the Table 19 revealed some significant results with respect to the differences between the Turkish and Syrian EFL learners' EI profiles by nationality variable. A detailed analysis of the results with Wilcoxon Sum of Ranks test indicated

that both of the student groups differed considerably from each other considering the grand total scores for the sub-components of the EI scale employed in the study.

Intrapersonally, it was found that the Turkish EFL learners portrayed a more different emotional profile than the Syrian EFL learners in the light of some featured items pointing to this aspect of theirs [$U_{\text{Intrapersonal}}=2814.0$, $z=-5.362$, $p<.05$]. And also, the mean ranks of the items in the scale addressing the internal aspects of the participants confirm this result to a great extent. That is, the total score for the mean ranks of the items responded by the Turkish students was (122.36), while this was a much lower score for the Syrian students (78.64). For instance, the responses given by both student groups to items 1 and 5 on self-assertion and self-esteem showed that the Turkish students ($\bar{X}=4.39$) had a higher profile than the Syrian students ($\bar{X}=3.90$) in terms of adopting their personality and feeling more self-confident in both academic and social life.

In a similar study by Morilla-García (2017) on the role of emotional intelligence in bilingual education, the researcher examined the effects of self-esteem and self-confidence on the L2 competence of bilingual Spanish EFL students. It was found that Spanish students with higher self-confidence and self-regard had better English oral skills than those with relatively lower levels. Based on the comparative analysis of both student groups' L2 attitudes and WTC profiles in the previous sections of the present study, it can be suggested that the Turkish students who had higher levels of self-confidence and self-esteem than the Syrian students also had higher levels of L2 attitudes and communicative skills in English (Akdemir, 2016; Cetinkaya, 2005; Hashimoto, 2002; Pishghadam, 2009; Şener, 2014).

In terms of interpersonal intelligence, the results showed that the students in both groups had high interpersonal intelligence scores in general, although the Turkish students were found to have higher profiles than the Syrian students [$U_{\text{Interpersonal}}=2324.5$, $z=-6.573$, $p<.05$]. The total scores for the mean ranks are also important in terms of clearly showing this distinction. That is, the interpersonal intelligence mean rank score for the Turkish students was (127.26), but it was only (73.75) for the Syrian students. A closer look at the mean values of some notable items provided a better understanding of this difference. Considering the responses provided for Items 26 and 29 in the EI scale, the Turkish students were found to have improved relatively more than the Syrian students in terms of communicating with others and establishing social bonding and empathy that develops in various situations over time (Ozcan, 2019; Sayar,

2006; Tüzün & Sayar, 2006). In this sense, the Turkish students ($\bar{X}=4.67$) indicated they would show emphatic concern towards other people and their feelings whenever they went through emotionally difficult experiences. With a slightly lower mean value, the Syrian students ($\bar{X}=4.30$) also stated that they would approach such people with empathy by sharing their behaviors and feeling them both physically and mentally.

Given its importance and place in social life cycle and language education, Dewaele and Wei (2012) suggest that development of cognitive empathy in individuals is highly significant for both teachers and learners since it is the pillar of a healthier and more efficient language acquisition process. Sakai (2019) also suggests that EFL teachers have a pivotal role by instilling social empathy in individuals and teaching them how to behave empathetically to others in L2 communicative situations. With special reference to the importance of intercultural empathy and competence in foreign language learning, Mercer (2016) and Calloway (2017) further argue that social empathy is understanding others and other social groups by understanding what they are going through and experiencing the same things as them. They further argue that social empathy provides us with a deeper understanding of what is happening around us, and this means experiencing a more advanced state of social well-being. Such an empathy development in interpersonal relationships will enable foreign language learners to both establish a better communication with each other and to contribute a lot to each other both mentally and emotionally in the language learning process (MacIntyre, Gregersen & Mercer, 2016; Mercer, Maxwell, Heaney & Watt, 2004; Nicols, 2015; Williams, Mercer & Ryan, 2016).

Contrary to all of the subcomponents of the EI scale, the only subcomponent in which no such significant difference was noted between the Turkish and Syrian EFL students in terms of nationality variable was stress management subcomponent [$U_{\text{Stress Management}}=4242.5$, $z=-1.873$, $p>.05$]. The mean ranks of all the items responded by the two student groups for this subcomponent also reveal this clearly. In other words, the mean rank of all the items by the Turkish students was (108.08) and this mean score was (92.93) for the Syrian students. However, a detailed review of the analytical results revealed a significant finding in that neither of the two student groups could play an effective role in coping with stress and producing effective solutions to stress-related situations in daily as well as academic life. For example, based on the very close mean scores, it was found that 55.4% of the Turkish students ($\bar{X}=2.77$) and 55% of the

Syrian students ($\bar{X}=2.75$) could not show enough determination in order to overcome unpleasant events or life experiences in their life. Likewise, it was revealed that 56.2% of the Turkish students ($\bar{X}=2.81$) and 56% of the Syrian students ($\bar{X}=2.80$) have difficulty in controlling their daily anxiety and making sense of its real sources. As argued by Benson and Voller (2005) and Hartney (2008), lack of ability to cope with daily stress or anxiety in an efficient way is due to some deficiencies in the development of stress tolerance and impulse control in individuals.

In line with the above-stated factors inducing stress and anxiety in EFL university students, some variables known to be closely related to stress and anxiety also come into play. Two of these variables that may be important are effective communication and social problem solving skills. According to Matthews (1993), many things that lead to success in individuals' lives depend on their relationships with other people, and so the rate of success depends on how well they communicate with each other. Effective communication has a very special place for individuals to adapt to different situations and conditions in all areas of life. As argued by Escudero, Gutiopala and Gallegos (2020), although communication is one of the most important needs in life, it is very difficult to say that there is an effective communication between university students. They further state that insufficient skills in interpersonal relationships can negatively affect the students' academic life in the form of loneliness, family problems, self-confidence inadequacy, dissatisfaction, stress and physical diseases. Although the effects of communication barriers vary and may vary depending on the situation, the frequently encountered problem is that it causes an increase in the stress level of the students and negatively affects their coping skills (Aydin & Zengin, 2008; Batıgün & Kayış, 2014; Duman, Göral & Bilgin, 2017; Ehrman, Leaver & Oxford, 2003).

Social problem-solving skills are another variable that is closely related to stress and anxiety as two drawbacks that EFL university students usually experience in L2 learning process. As stated by Montgomery (2004) and Elias and Arnold (2006), any deficiency in problem solving skills such as problem orientation, generation of alternative solutions, and the development of cognitive and affective strategies is associated with inadequate psychological adjustment and psychopathology in individuals. In a study conducted on 150 university students, it was found that individuals under high stress but with effective problem-solving skills got lower

depression scores than individuals with the same level of stress but ineffective problem-solving skills (Nezu & Ronan, 1988). A similar finding is present in a study by Chinaveh (2010). In this study, which was carried out on 79 university students, the students who saw themselves as effective problem solvers experienced less depression and constant anxiety related to the problem. And also, when compared to the students who saw themselves as ineffective problem solvers, they found themselves more intrinsically oriented by feeling less problematic and distressed in various situations.

The descriptive statistics that illustrate the differences between the Turkish and Syrian students' emotional intelligence (EI) profiles in L2 learning with respect to gender variable are presented in Table 20. In order to analyze the gender-based emotional profiles of both student groups, the Mann Whitney U test was employed accordingly.

Table 20

A Comparison of EFL Learners' Emotional Intelligence Profiles by Gender Variable

Sub-component	Gender	N	Mean Rank	Sum of Ranks	U	Z	p
Intrapersonal	Male	121	96.16	11635.00	4254.00	-1.318	.187
	Female	79	107.15	8465.00			
Interpersonal	Male	121	99.36	12023.00	4642.00	-.346	.730
	Female	79	102.24	8077.00			
Adaptability	Male	121	105.26	12737.00	4203.00	-1.452	.147
	Female	79	93.20	7363.00			
Stress Management	Male	121	100.79	12195.00	4744.50	-.089	.929
	Female	79	100.06	7904.50			
General Mood	Male	121	95.92	11606.50	4225.50	-1.390	.165
	Female	79	107.51	8493.50			
Total	Male	121	97.91	11847.50	4466.50	-.783	.434
	Female	79	104.46	8252.50			

When the Table 20 was examined, it was revealed that there was not statistically a significant difference between the Turkish and Syrian EFL learners considering their genders. In this respect, the scores for both the mean ranks of the subcomponents in the EI scale and the grand total scores are given as follows: [$U_{\text{Intrapersonal}}=4254,0$, $z=-1.318$, $p>.05$; $U_{\text{Interpersonal}}=4642,0$, $z=-.346$, $p>.05$; $U_{\text{Adaptability}}=4203,0$, $z=-1.452$, $p>.05$; U_{Stress}

Managment=4744,5, $z=-.089$, $p>.05$; $U_{\text{General Mood}}=4225,5$, $z=-1.390$, $p>.05$; $U_{\text{Total}}=4466,5$, $z=-.783$, $p>.05$]. In other words, the analyses showed that gender as a variable did not generate significant differences in the emotional intelligence profiles of both the Turkish and Syrian EFL students. The gender-based results of the current study were somehow similar to the results of the study conducted by Meshkat and Nejati (2017) suggesting almost statistically no differences in undergraduate EFL learners' L2 EI profiles based on gender. However, it was also seen that there are some other studies whose results differ from the results of this study, such as Oz et al. (2015), Dewaele et al. (2018), Pisghadam and Hezareh (2008), Roohani (2009), and Dunaway (2013). Therefore, the gender-based difference in the L2 emotional intelligence levels of both student groups could not be considered as a significant result in this study (Akay et al., 2015).

4.1.4. RQ4: Is there a meaningful relationship between the Turkish and Syrian students' perceptions of their WTC, AT, and EI?

In order to answer the research question, the data were analyzed by the Spearman Rank Differences Correlation Coefficient test. One dependent variable (willingness to communicate inside/outside) was correlated with the independent variables (attitudes towards English as a L2 and emotional intelligence). Correlation coefficients for the variables are presented in Table 21.

Table 21

Correlation among Turkish EFL Learners' Perceptions of WTC-in, WTC-out, AT, and EI

		ATE	EQI	WTC in	WTC out
ATE	Correlation		.897**	.791**	.768**
	P		.000	.000	.000
EQI	Correlation	.897**		.738**	.732**
	P	.000		.000	.000
WTC in	Correlation	.791**	.738**		.961**
	P	.000	.000		.000
WTC out	Correlation	.768**	.732**	.961**	
	P	.000	.000	.000	

** Correlation is significant at the 0.01 level (2-tailed).

When the Spearman rank differences correlation coefficients were examined for the Turkish EFL students, it was found that there was a statistically significant correlation between L2 WTC and the other variables in concern. In this sense, it was seen that there was a positive and significant correlation between in-class WTC and L2 attitudes of Turkish students with a high level [$r = .791$, $n = 100$, $p < .01$]. Besides, a high level positive correlation was observed between the students' out-class WTC and their attitudes towards English as a L2 [$r = .732$, $n = 100$, $p < .01$]. Considering the correlation between the students' in-class WTC and their emotional intelligence perceptions, a positive and significant correlation was observed [$r = .738$, $n = 100$, $p < .01$].

Likewise, it was found that there was a high-level positive and significant relationship between the students' out-class L2 WTC perceptions and their emotional intelligence perceptions [$r = .732$, $n = 100$, $p < .01$]. Moreover, a highly positive correlation was observed between the students' L2 attitudes and emotional intelligence perceptions [$r = -.897$, $n = 100$, $p < .01$]. As for the correlation between the students' in-class and out-class willingness to communicate perceptions, a positive relationship was found as well as the highest correlation score for both of the variables [$r = -.961$, $n = 100$, $p < .01$]. Overall, it could be observed that the level of L2 WTC was positively related to all of the variables identified above.

Regarding the correlation results for the Turkish students, it was observed that when students' positive attitudes towards learning English increased, their in-class and out-class L2 WTC levels also increased. Besides, it was found that there was a parallel increase in the positive attitudes of the students and their emotional intelligence levels. In other words, when the students' attitudinal profiles towards learning English improved positively, their emotional intelligence profiles improved positively as well. In the light of the above findings, it can be foreseen that high levels of students' attitudes and emotional intelligence can be effective in increasing the L2 WTC of the students inside or outside the classroom. This finding of the study with respect to the correlation between the students' L2 attitudes and WTC levels is consistent with some other studies in the field. For instance, as an antecedent of L2 WTC, the Japanese EFL learners' attitudes have been shown to correlate positively with their WTC and communication behavior in the study conducted by Yashima et al. (2004) in the Japanese EFL context.

Likewise, in a study conducted in the Chinese EFL context, Knell and Chi (2012) investigated the roles of motivation, affective attitudes, and WTC among

Chinese university students in early English immersion programs, a positive correlation was found between the students' L2 WTC levels and affective attitudinal profiles. In a study conducted in a Chinese setting examining the relationship between the Chinese EFL college students' L2 WTC and a range of multiple variables such as communication apprehension, motivation, self-perceived communication competence, and attitudes, the multivariate analysis results revealed a positive and significant correlation between L2 WTC and all the other variables in concern (Zhou, 2012).

In order to examine the relationship between the L2 WTC levels of the Syrian EFL learners, their attitude, and emotional intelligence levels, the data were analyzed by the Spearman Rank Differences Correlation Coefficient test. One dependent variable (willingness to communicate inside/outside) was correlated with the independent variables (attitudes towards English as a L2 and emotional intelligence). Correlation coefficients for the variables are presented in Table 22.

Table 22

Correlation among Syrian EFL Learners' Perceptions of WTC in, WTC out, AT, and EI

		ATE	EQI	WTC in	WTC out
ATE	Correlation		.463**	.119	.251*
	P		.000	.239	.012
EQI	Correlation	.463**		.201*	.460**
	P	.000		.045	.000
WTC in	Correlation	.119	.201*		.707**
	P	.239	.045		.000
WTC out	Correlation	.251*	.460**	.707**	
	P	.012	.000	.000	

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is Significant at the 0.05 level (2-tailed).

Considering the Spearman rank differences correlation coefficients examined for the Syrian EFL students, it was observed that there was a statistically significant correlation between L2 WTC and the other variables, except for a non-significant correlation between L2 attitudes and in-class WTC. The correlation coefficients revealed that there existed a low-level positive and significant correlation between the in-class WTC and emotional intelligence levels of the Syrian students [$r=.201$, $n=100$,

$p < .05$]. Additionally, a medium-level positive correlation was revealed between the students' out-class WTC and EI levels [$r = -.460$, $n = 100$, $p < .01$]. Similarly, a medium-level positive and significant correlation was found between the students' L2 attitudes and emotional intelligence levels [$r = -.463$, $n = 100$, $p < .01$].

Considering the correlation between the students' out-class WTC and attitudes towards learning English, a positive and significant relationship was observed [$r = .251$, $n = 100$, $p < .05$]. Based on the correlation coefficient, it can be said that there is a low-level relationship between these two variables. Quite interestingly, there was no statistically significant correlation found between the students' L2 in-class WTC and attitudes towards learning English [$r = .119$, $n = 100$, $p > .01$]. When all the variables were examined in terms of their correlation coefficients, the two variables that had a positive correlation with the highest significance level were in-class WTC and out-class WTC as dependent variables. As displayed in Table 22, a positive and statistically significant correlation was observed between L2 WTC inside and outside the classroom [$r = .707$, $n = 100$, $p < .01$]. Regarding the correlation coefficients of these two variables, it can be suggested that there is high-level relationship between in-class WTC and out-class WTC. To summarize, it could be figured out that the level of L2 WTC both inside and outside the classroom was significantly related to almost all of the identified variables, except for the non-significant relationship between L2 attitudes and WTC inside the classroom.

Based on the correlation results for the Syrian students, it was suggested that when the students' positive attitudes towards learning English increased, their out-class L2 WTC levels also increased. In addition, it was found that there was a parallel increase in the positive attitudes of the students and their emotional intelligence levels. That is, when the students' attitudinal profiles towards learning English improved positively, their emotional intelligence profiles improved positively as well. As such, the EFL learners' positive attitudes towards the target language, its people, and culture were found to have a significant correlation with their emotional intelligence levels. There are some other similar findings in the field indicating the positive relationship between L2 attitudes, EI levels, and some other affective variables (Aksoy & Şahinkarakaş, 2019; Cho, 2020; Güven, 2016; Ghanadi & Ketabi, 2014; Jung, 2011; MacIntyre & Gregersen, 2012; Oz, Demirezen & Pourfeiz, 2015; Perez & Ruz, 2014; Pisghadam, 2009; Yashima, 2002; Yu, 2009).

Considering the above findings, it can be suggested that high levels of students' attitudes and emotional intelligence can be effective in enhancing the L2 WTC of the students inside or outside the classroom. This finding of the study with respect to the correlation between the students' EI and WTC levels is consistent with some other studies in the field. For instance, in a multiple case study conducted by Dewaele and Pavelescu (2019) in the Romanian context, the relationship between incommensurable emotions and WTC in English as a foreign language was investigated. The results obtained from two high school learners of English revealed that L2 WTC was closely related to the learners' uniquely constructed emotions of foreign language enjoyment in dynamic and idiosyncratic ways.

In their study, MacIntyre, Babin, and Clement (2009) investigated the relationship between trait and state WTC of EFL university students and their emotional stability and self-esteem, as two sub-components of emotional intelligence, and some other affective variables. In line with this purpose, they employed a structural equation model to examine the correlation between the hypothesized antecedents and L2 WTC. The results revealed a positive and significant correlation between the EFL communication lab students' WTC and two EI subcomponents, namely emotional stability and self-esteem. In Dewaele's (2019) study in the Spanish context, it was aimed to investigate the links between the EFL learners' L2 WTC and a range of interacting learner-internal and learner-external variables, such as classroom emotions, L2 attitudes, and teacher behavior. The findings revealed that foreign language enjoyment and frequency of foreign language use by the teacher were positive predictors of L2 WTC, while foreign language anxiety was reported as the strongest negative predictor of WTC.

4.1.5. RQ5: How do the identified variables predict L2 WTC inside and outside the classroom?

The general purpose of multiple regression is to learn more about the relationship between several independent or predictor variables and a dependent or criterion variable (Allen, 2004; Seber & Lee, 2012). Regression analysis helps one understand how the typical value of the dependent variable (or 'Criterion Variable') changes when any one of the independent variables is varied, while the other independent variables are held fixed (Draper & Smith, 1998, p. 28). After the identification of the relationship between the level of L2 WTC inside and outside the

classroom and its related variables (as seen in Table 23 and 24), the prediction effect of these variables on the participants' in-class and out-class L2 WTC levels was aimed to be investigated. A standard multiple stepwise regression analysis was employed after the preliminary analysis to check for the assumptions such as normality, linearity, multicollinearity, and detection of outliers, the details of which were reported in Data Analysis section. Based on the findings of correlation coefficients, such sub-variables as Gender, Emotional aspect, Stress Management Intelligence, and Adaptability Intelligence were excluded from the models because of their small size of or insignificant correlation with L2 WTC inside and outside the classroom. In this sense, the regression analyses which were performed to examine the impact level of the variables that predict students' WTC levels are presented separately as in-class WTC and out-class WTC. Factors affecting the students' in-class and out-class WTC levels are analyzed accordingly under two or three models, as can be seen in detail through the tables presented below.

In order to examine the impact level of L2 Attitudes (AT), Emotional Intelligence (EI), and nation variables on in-class WTC, a multiple stepwise regression analysis was conducted as seen in Table 23.

Table 23

Multiple Stepwise Regression Analysis of AT, EI, and Nation Variables to Predict in-class WTC

Predictor Variables	Model 1				Model 2				Model 3			
	B	Se	β	T	B	Se	β	T	B	Se	β	t
AT	.889	.065	.699	13.631	.339	.117	.267	2.908	.404	.083	.318	4.843
EI					.845	.153	.507	5.526	.354	.115	.212	3.073
Nation									-20.919	1.536	-.530	-13.621
R ²			.489				.559				.776	
R ² F			185.815***				30.539***				185.524***	
Change												
F			185.815***				122.324***				221.359***	

As indicated in Table 23, AT, EI, and nation variables were added to the model respectively. The first regression model is significant in explaining the in-class WTC levels of the students. According to the results obtained from the first model, it was revealed that the identified predictor variables explained almost a total of 78% of the variance in the level of L2 WTC inside the classroom. L2 attitude (AT) is regarded as

the most significant predictor of the students' L2 WTC level inside the classroom [$R^2 = .489$, $F_{(1,194)} = 185.815$, $p < 0.01$]. In other words, attitudes towards L2 had a contributive role in the model by explaining almost 49% of the variance in the students' in-class WTC levels. This significant predictive effect of AT on WTC inside the classroom also indicates a strong correlation between these two variables. Similarly, it is seen that the students' L2 attitude level is a significant determinant on their WTC level by constituting a positive impact ($\beta = .699$, $t = 13.631$). Therefore, it can be suggested that as the students' AT level increases, their in-class WTC level increases, too.

The second regression model is significant in explaining the WTC levels. The second model developed by including the EQ variable explains 56% of the variance in WTC inside the classroom, and the change in the determination coefficient (R^2) is significant [$R^2 = .559$, $F_{(2,193)} = 30.539$, $p < 0.01$]. Emotional Intelligence variable is seen as a predictor which affects the students' in-class WTC levels in a low level by explaining 7% of the variance ($\beta = .507$, $t = 5.526$). According to the standardized regression co-efficient (β), among the predictors which affect participants' in-class WTC levels, the impact of L2 attitudes has been more effective on WTC than emotional intelligence. As a predictor variable, EI can be said to predict in-class WTC with a positive effect. However, it is obviously seen that it is not as effective and significant as AT in predicting the students' L2 WTC inside the classroom. Regarding the second model, it can be suggested that it will be effective to improve students' L2 attitudinal profiles and emotional intelligence levels in order to increase their WTC levels inside the classroom.

The third model developed by the inclusion of the nation variable is also significant in explaining the WTC levels of the students. With the inclusion of the nation variable in the model, it is seen that the predictive effect of the predictor variables on in-class WTC increases to 78%, which indicates that the change in the determination coefficient (R^2) is significant [$R^2 = .776$, $F_{(3,196)} = 221.359$, $p < 0.01$]. In this case, the predictive significance order of the identified variables with respect to WTC inside the classroom is AT ($\beta = .318$), EQI ($\beta = .212$) and nation ($\beta = -.530$).

Considering the regression results of the three models, it was concluded that the most significant predictor on students' in-class WTC level was L2 attitude and that it provided a direct change on their WTC. Therefore, efforts aiming at improving students' attitudes may have a direct impact on their WTC inside the classroom. Additionally, it should be considered that students' emotional intelligence levels, too,

partly, have an effect on their WTC, so it is significant to make contributions to students' EI profiles academically and keep them at a high level in order to enhance their in-class WTC. These findings are in line with some other studies conducted in the EFL and ESL contexts (Bektaş, 2005; Jung, 2011; Kanat Mutluoğlu, 2020; Kim, 2004; Şener, 2014; Yashima, 2002; Yashima et al., 2004; Yu, 2009).

In order to examine the impact level of L2 Attitudes (AT), Emotional Intelligence (EQI), and nation variables on WTC outside the classroom, a multiple stepwise regression analysis was employed as seen in Table 24.

Table 24

Multiple Stepwise Regression Analysis of AT, EI, and Nation Variables to Predict out-class WTC

Predictor Variables	Model 1				Model 2				Model 3			
	B	Se	β	t	B	Se	β	t	B	Se	β	t
AT	.875	.057	.738	15.333	.346	.100	.292	3.449	.379	.089	.345	4.273
				***				***				***
EI					.812	.131	.523	6.176	.536	.122	.320	4.391
								***				***
Nation									-12.099	1.621	-.330	-
												7.464*
												**
R ²		.545				.620				.705		
R ² F		235.103***				38.137***				55.711***		
Change												
F		235.103***				158.894***				154.220***		

As presented in Table 24, AT, EQI, and nation variables were included in the model respectively, which indicates that the underlying variables affecting the dependent variable (WTC-out) are analyzed under three models. In this sense, a multiple stepwise regression analysis was conducted to investigate the prediction effect of the identified variables on the students' L2 WTC outside the classroom.

Through the statistics of correlation coefficients, it was revealed that there was a statistically significant correlation between the WTC outside the classroom and the identified predicting variables except for gender. Hence, as a non-significant variable, gender was excluded from the model while examining the relationship between the criterion variable and the other predictor variables. It could be inferred that gender, as

an independent variable, could be related to L2 out-class WTC through a mediating variable or more than one variable (Kanat Mutluoğlu, 2020). As such, it was seen that the underlying variables in issue could explain a total of 71% of variance in the level of L2 WTC outside the classroom.

The analysis results reveal that the first regression model is significant in explaining the students' out-class WTC levels. Based on the results, it can be clearly seen that L2 attitude has the largest variance effect in terms of predicting the students' L2 WTC outside the classroom [$R^2 = .545$, $F(1,196) = 235.103$, $p < 0.01$]. Considering the predictive effect of L2 attitude, as presented in the previous table, it is seen that WTC-out is predicted by L2 attitude with a relatively higher variance value than WTC-in in this model. L2 attitude by itself contributes to the model more significantly than the other predicting variables by explaining almost 55% of the variance in the students' out-class WTC levels. By representing a higher positive impact, L2 attitude is seen to be a significant antecedent of L2 WTC in this model as well ($\beta = .738$, $t = 15.333$). Thus, it can be suggested that the increase in L2 attitude directly contributes to the increase in out-class WTC. Regarding the strong and positive relationship between L2 attitude levels and out-class WTC, it is highly important to contribute to the EFL learners positively by encouraging their attitudes towards L2 learning in order to promote their WTC outside the classroom (Şener, 2014).

The second regression model was developed by including the EQI variable in order to examine to what extent it would predict the out-class WTC levels of the students. As displayed in Table 24, in the second model, the dependent variable (out-class WTC) is predicted by the combination of L2 attitude and emotional intelligence with a variance value of 62%. With this new model, it can be seen that there is a positive relationship between the EQI variable and out-class WTC, which indicates that the change in the determination coefficient (R^2) is significant [$R^2 = .620$, $F(1,195) = 158.894$, $p < 0.01$].

As in the model developed for the prediction effects of the independent variables on in-class WTC, the EQI variable could only explain 7% of the variance in out-class WTC as the dependent variable in the second model. However, when compared to the impact level created by L2 attitude in out-class WTC, it is obvious that EQI contributes to the prediction of out-class WTC with a much lower impact level and a weaker correlation in between the two ($\beta = .523$, $t = 6.176$). When the regression coefficients for the EQI and out-WTC variables are considered, it can be inferred that the students' out-

class WTC level tends to increase as their EQI level increases. Therefore, it might be efficacious to make positive contribution to the students' emotional intelligence levels in L2 learning process so that they could increase their WTC level outside the classroom (Altiner, 2017; Kanat Mutluoğlu, 2020; MacIntyre & Gregersen, 2012; Şener, 2014).

The last regression model developed with the inclusion of nation variable indicates that the variance level created in the dependent variable (out-class WTC) by the combination of the three independent variables increases to 71%. This variability in the level of L2 WTC outside the classroom also shows that the change in the determination coefficient (R^2) is significant [$R^2 = .705$, $F_{(3,196)} = 154.220$, $p < 0.01$]. With respect to the predictive effect created by the nation variable in both sets of models, it can be suggested that nation variable has contributed to the prediction of in-class WTC ($R^2 = .776$) relatively more than out-class WTC ($R^2 = .705$). Thereby, the predictive significance order of the independent variables with respect to WTC outside the classroom is AT variable ($\beta = .345$), EQI variable ($\beta = .320$), and nation variable ($\beta = -.330$).

Overall, a detailed examination of the regression analysis of the three models revealed that, among the three predictor variables, the highest predictive effect on students' out-class WTC level was created by L2 attitude. With its unique contribution to out-class WTC, L2 attitude provided a direct change on the students' out-class WTC. Therefore, efforts aiming at improving students' L2 positive attitudes may have a direct impact on their WTC outside the classroom. Similarly, it is seen that students' emotional intelligence levels can partly influence their out-class WTC as well. In this sense, it is highly important to make contributions to students' EI profiles academically by keeping them at a high level in order to increase their WTC outside the classroom. Research related to WTC and its underlying variables has consistently found significant correlation between L2 WTC, EQI, and L2 attitude in the foreign or second language contexts (Bektaş, 2005; Jung, 2011; Kim, 2004; MacIntyre, Baker, Clément, & Conrad, 2001; MacIntyre, Baker, Clément & Donovan, 2003; Matsuoka, 2006; Peng, 2007; Peng & Woodrow, 2010; Sun, 2008; 2010; Yashima, 2002; Yashima et. al., 2004).

As the second part of the regression analysis, it was aimed to examine the prediction effect of the attitude (AT) and emotional intelligence (EQI) subvariables on the students' L2 WTC inside and outside the classroom. The impact level of the identified subvariables predicting the students' WTC levels is analyzed separately for

both in-class WTC and out-classes WTC. In line with this, a multiple stepwise regression analysis was employed to examine the factors in predicting the students' L2 WTC levels under two or three models accordingly. The stepwise regression analysis is presented through a set of tables as follows.

Table 25

Multiple Stepwise Regression Analysis of Attitude Subvariables to Predict in-class WTC

Predictor Variables	Model 1					Model 2				
	B	Se	B	t	p	B	Se	β	t	p
ATC	2.501	.188	.688	13.325	.000	1.719	.285	.473	6.027	.000
ATB						.940	.263	.280	3.566	.000
R ²			.473					.505		
R ² F Change			177.561					12.720		
F			177.561					100.395		

As presented in Table 25, multiple stepwise regression analysis was conducted to reveal the predictive effect of AT's sub-variables (Attitude Cognitive, Attitude Behavioral, Attitude Emotional) on the students' L2 WTC inside the classroom. Regarding the statistics of correlation coefficients, it was found that there was a statistically significant correlation between the WTC inside the classroom and the identified independent sub-variables except for attitude emotional (ATE). And due to the very low relationship between the ATE and in-class WTC variables, ATE variable was excluded from the model. To this end, the analysis was completed in two steps by including ATC and ATB variables to the model, respectively.

According to the results obtained in the first model, it was the attitude cognitive (ATC) variable that explained the largest variance with 47% in the in-class WTC variable [$R^2 = .473$, ($F_{(1,198)} = 177.561$, $p < 0.05$)]. This obviously indicates that there is a positive relationship between WTC-in and ATC. Therefore, it can be suggested that as the attitude cognitive variable increases, the WTC-in variable also increases.

Regarding the second model, ATB variable was included by contributing 3% to the variance explained in the second stage of the model [$R^2 = .505$, ($F_{(2,197)} = 100.395$, $p < 0.05$)]. It is seen that the explained variance increases to 50% with the inclusion of the ATB variable in the model. Although, in the second model, attitude behavior (ATB) has a contributive role in predicting the students' in-class WTC, it is seen that its predictive effect on in-class WTC is much lower when compared to ATC (attitude cognitive). This

still indicates that the in-class WTC level of the students increases as the level of ATB increases. According to the regression coefficients, the predictive significance order of the independent variables on WTC-in is ATC ($\beta = .473$) and ATB ($\beta = .280$). Overall, as a result of the multiple stepwise regression, it is clear that ATC and ATB are significant predictors in the prediction of in-class WTC, while ATE is not.

In order to examine the predictive effect of L2 attitude sub-variables on WTC outside the classroom, multiple stepwise regression analysis was employed as presented in Table 26. The variables identified in the model to predict L2 WTC-out were attitude cognitive (ATC), attitude behavior (ATB), and attitude emotional (ATE). Based on the results of the regression analysis, it is seen that there is a statistically significant and positive correlation between the students' out-class WTC and the underlying sub-variables, that is, ATC and ATB. An important finding in this analysis is that the ATE variable does not have a contributive role in predicting out-class WTC in this model, as in the previous model analyzing the predictive effect of the sub-variables on in-class WTC. And owing to this non-significant relationship between the ATE and out-class WTC variables, it was not included in the model.

Table 26

Multiple Stepwise Regression Analysis of Attitude Subvariables to Predict out-class WTC

Predictor Variables	Model 1					Model 2				
	B	Se	β	t	p	B	Se	β	t	p
ATC	2.409	.170	.709	14.145	.000	1.564	.255	.460	6.126	.000
ATB						1.016	.236	.323	4.306	.000
R ²			.503					.545		
R ² Change			200.088					18.542		
F			200.088					118.179		

In this respect, the regression analysis was completed in two steps by including ATC and ATB variables to the model, respectively. Regarding the results obtained in the first model, with 50%, attitude cognitive (ATC) variable was found to explain the largest variance in out-class WTC as the dependent variable in the model [$R^2 = .503$, ($F_{(1,198)} = 200.088$, $p < 0.05$)]. This clearly shows that there is a positive correlation between WTC outside the classroom and ATC. When the analysis results of both models (in-class WTC and out-class WTC) are considered, it is clear that attitude cognitive (ATC) is relatively a bit more effective in predicting the variability in out-

class WTC than in-class WTC in this model. As such, it can be concluded that the students' out-class WTC increases as they cognitively develop a positive attitude towards L2 learning.

The second model was developed by including the attitude behavioral (ATB) sub-variable in the model. Hereby, the ATB variable has become the secondary significant variable after ATC by providing a 54% variance in the prediction of out-class WTC [$R^2 = .545$, ($F_{(2,197)} = 118.179$, $p < 0.05$)]. It is a striking result that, as an underlying factor, the ATB variable has contributed to the model with a relatively higher predictive effect on WTC outside the classroom than WTC inside the classroom. Additionally, the positive relationship between the out-class WTC and ATB variable indicates that the students' L2 willingness to communicate increases outside the classroom as they behaviorally develop a positive attitude towards learning English as a foreign language (Altner, 2017; Kanat Mutluoğlu, 2020; Şener, 2014). Based on the regression coefficients, it is seen that the predictive significance order of the underlying sub-variables on out-class WTC is ATC ($\beta = .460$) and ATB ($\beta = .323$). As a result of the stepwise regression analysis, it can be seen that ATC and ATB are significant predictors in the prediction of WTC-out, while ATE is not a significant predictor.

Regarding the predictive effect of the emotional intelligence sub-variables on WTC inside the classroom, multiple stepwise regression analysis was employed. The EI sub-variables included in the analysis were General Mood Intelligence (GM-I), Intrapersonal Intelligence (Intra-I), Interpersonal Intelligence (Inter-I), Stress Management Intelligence (SM-I), and Adaptability Intelligence (AI). The statistics of correlation coefficients revealed a statistically significant and positive correlation between the in-class WTC as the criterion variable and GM-I, Intra-I, and Inter-I variables, except for SM-I and AI independent variables. And because of their insignificant and small size of correlation with L2 WTC inside the classroom, the SM-I and AI sub-variables were deleted from the model. Based on this, the regression analysis was conducted in two steps by including the GM-I, Intra-I, and Inter-I variables respectively, as displayed in Table 27.

Table 27

Multiple Stepwise Regression Analysis of EI Subvariables to Predict in-class WTC

Predictor Variables	Model 1				Model 2				Model 3			
	B	Se	β	T	B	Se	β	t	B	Se	β	t
GM-I	1.986	.145	.697	13.672	1.244	.216	.436	5.752	1.031	.234	.362	4.406
Intra-I					1.337	.299	.340	4.476	1.224	.300	.311	4.083
Inter-I									.512	.228	.146	2.244
R ²			.486				.533				.545	
R ² Change			186.927				20.031				5.035	
F			186.927				112.462				78.188	

According to the results of the regression analysis in the first model, with 49%, general mood intelligence (GM-I) was found to explain the largest variance in WTC inside the classroom in the model [$R^2 = .486$, ($F_{(1,198)} = 186.927$, $p < 0.05$)]. This indicates that there is a strong and positive relationship between GM-I and in-class WTC. The predictive effect of the GM-I subvariable on in-class WTC also indicates that the students' L2 willingness to communicate level increases inside the classroom when their intrapersonal intelligence level increases.

As for the second model, Inter-I variable was included by contributing 4% to the variance explained in the model [$R^2 = .533$, ($F_{(2,197)} = 112.462$, $p < 0.05$)]. And thus, it is seen that the variance provided by the combination of these two sub-variables increases to 53%. However, it is worth stating that the Intra-I variable is not as effective and significant as GM-I variable in predicting the in-class WTC level of the EFL students in the study. Similarly, the Beta coefficients of the regression analysis indicates that the GM-I variable ($\beta = .436$) contributes to the variability of the in-class WTC a lot more than the Intra-I variable ($\beta = .340$) in the second model.

And lastly, the third model was developed by including the Inter-I sub-variable in this combination. With the inclusion of the Inter-I sub-variable in the last model, almost 55% of the variability could be explained in the students' L2 WTC inside the classroom [$R^2 = .545$, ($F_{(3,196)} = 78.188$, $p < 0.05$)]. However, it should be noted that the predictive effect of the Inter-I variable ($R^2 = .01$) on the in-class WTC is the lowest when compared to the other variables in the combination, which is ($R^2 = .486$) for the GM-I and ($R^2 = .04$) for the Intra- I variables. Despite the weak correlation between the Inter-I and in-class WTC variables, it is still seen that there is a positive relationship between the two variables. Therefore, it can be suggested that the students' level of in-

class WTC increases as their Inter-I level increases. As a result of the multiple stepwise regression, it is seen that GM-I, Intra-I, and Inter-I variables are significant predictors in the prediction of WTC inside the classroom, while SM-I and AI are not.

In order to investigate how the identified EI sub-variables would predict the out-class WTC level of the students, a two-step stepwise regression analysis was employed. In this sense, intrapersonal intelligence (Intra-I) and general mood intelligence (GM-I) were included in the model respectively, as presented in Table 28.

Table 28

Multiple Stepwise Regression Analysis of EI Sub-variables to Predict out-class WTC

Predictor Variables	Model 1					Model 2				
	B	Se	β	T	P	B	Se	B	t	P
Intra-I	2.743	.174	.746	15.756	.000	1.671	.253	.454	6.602	.000
GM-I						1.011	.183	.380	5.520	.000
R ²			.556					.616		
R ² Change			248,262					30,468		
F			248,262					157,839		

When the stepwise regression analysis results are considered, it can be observed that, of the two independent sub-variables identified, it is Intra-I variable that explains the largest variability in the prediction of the out-class WTC level of the students in the model. In other words, the Intra-I variable contributes to the model with a high level of predictive effect on the out-class WTC [$R^2 = .556$, $F_{(1,198)} = 248,262$, $p < 0.05$]. The high level of variance (almost 56%) created by the Intra-I sub-variable in the first model indicates that it can provide a direct change on the out-class WTC level of the students ($\beta = .746$). Likewise, the strong and positive correlation between the Intra-I and out-class WTC variables shows that the L2 WTC level of the students increases outside the classroom when their intrapersonal intelligence level increases.

As for the second part of the model, another EI sub-variable (GM-I) was included in the model in order to see the combinative role of both variables in predicting the out-class WTC level of the students. In this sense, it can be seen that the new sub-variable contributes to the second model with a variance value of 6%. Together with the Intra-I variable, this variability level increases to 62%, which indicates that the GM-I variable has a positive correlation with out-class WTC [$R^2 = .616$, $F_{(2,197)} = 157,839$,

$p < 0.05$]. However, regarding the predictive effect of the GM-I variable, it is clear that this new sub-variable is not as effective and significant as the Intra-I sub-variable in explaining the variance in the out-class WTC level of the L2 students. Despite its low level of influence in predicting WTC outside the classroom, it can be suggested that the students' out-class WTC level increases as their Intra-I level increases. An interesting result obtained from the analysis of the two tables (Table 27 and Table 28) is the change in the predictive roles of the two sub-variables, that is, the GM-I and Intra-I variables. In other words, while the GM-I variable provides the largest variance in predicting the in-class WTC level of the students in the first order in Table 27, it has a secondary role by losing its predictive effect on the out-class WTC in Table 28. And therefore, it is replaced by the Intra-I variable in terms of its contributive role in the prediction of L2 out-class WTC. As a result of the stepwise regression analysis, it is seen that while Intra-I and GM-I variables are significant predictors in predicting WTC outside the classroom, SM-I, Inter-I, and AI variables are not.

Overall, a detailed examination of the regression analysis of the in-class and out-class WTC models revealed that the largest effect was provided by attitude cognitive variable (ATC) in explaining the variance in the students' in-class and out-class WTC levels. Similarly, as a sub-variable, attitude behavioral (ATB) was also effective in predicting the students' in-class WTC level, but with a relatively lower level of effect. Regarding the predictive effect of the EI sub-variables, it was found that while the general mood intelligence (GM-I) variable was effective in the prediction of L2 WTC inside the classroom, the intrapersonal intelligence (Intra-I) variable had a more predictive effect on L2 WTC outside the classroom.

4.2. Qualitative Results

In the second phase of the study, qualitative research method, which has a flexible working feature by facilitating in-depth and detailed study, was employed in order to investigate the EFL learners' perceptions with respect to their L2 WTC inside and outside the classroom, emotional intelligence, and L2 attitudinal profiles (Hammersley, 2013; Patton, 2002). In order to carry out the qualitative research, the researcher firstly made contact with 12 Turkish and Syrian interview participants individually. Each participant had previously agreed to participate in the qualitative part of the study and signed the consent forms before participating in the semi-structured

interviews. In this sense, 6 of the participants scored as more willing to communicate in English and the other 6 students scored as less willing to communicate according to the quantitative results obtained through the comparative analysis of the findings regarding each student group.

Firstly, the main concern was to better understand the results gathered from the quantitative data analyses so as to learn the perceptions of the students related to their willingness to communicate in English as a foreign language. In addition, both student groups' perceptions about their L2 attitudes and emotional intelligence profiles were aimed to investigate in detail. The aim of the researcher was also to investigate what factors do influence both groups of the students' WTC and EI levels in English speaking classes as well as their attitudes toward English as a foreign language. Content analysis and descriptive analysis were employed to reach a deep understanding of the subject dealt with by obtaining grouped data from the interviews (Bozbayındır, Kara & Alev, 2020; Karataş, 2015). Data analysis and discussion of current literature are given under the following sub-chapters.

4.2.1. Results of the Interviews with Both Student Groups

This section explains in detail the students' English learning and communication experiences, their perceptions of willingness to communicate in English, L2 learning attitudes, emotional intelligence levels, and the factors that influence their L2 WTC, attitudes, and EI levels inside and outside the classroom.

4.2.1.1. Turkish and Syrian Students' English Language Learning and Communication Experiences

This section firstly summarizes the Turkish and Syrian students' L2 learning and communication experiences, as presented in Table 29.

Table 29

Turkish and Syrian Students' L2 Learning and Communication Experiences

Theme	Categories	Codes	<i>f</i>	%
Students' L2 Learning and Communication Experiences	Turkish students' first experience in L2 Learning	In grade 4	2	33
		In grade 5	2	33
		In grade 6	1	16
		In grade 7	1	16
		Total	6	100
	Syrian students' first experience in L2 Learning	In grade 4	2	33
		In grade 5	2	33
		In grade 7	1	16
		In grade 8	1	16
		Total	6	100

Among the 12 participants, 4 (66.66%) of the students indicated that they had been learning English since the 4th grade of the primary school, 4 (66.66%) of them started learning English in grade 5, and 1 (16%) of them started learning English in grade 6. In addition, 3 (11.53%) of the students stated that they started learning English at the 7th grade of secondary school since they did not have an English teacher in the 6th grade at their school. Another student who complained about starting to learn English late in 8th grade stated that she felt very unlucky, especially since she was deprived of learning English in the first two years of secondary school.

It is well known that, in Turkey or Syria as two Middle Eastern countries, students who attend different high schools follow a regular high school curriculum in the first year. Before starting grade 10, they are required to choose a major or make their field selection such as Turkish-Mathematics, Science, Language, or Social-Sciences. And also, the ones who want to study in the language class at high school receive an intensive language learning program, more than 10 to 15 hours per week. 8 (66.66%) of the participants stated they had studied in the Mathematics-Science class, and 2(16.66%) in the Turkish–Mathematics class, and 2 (16.66%) in the language class. While explaining the reasons for preferring to study English and improve their L2 oral skills, 5 participants (41.66%) stated that they were influenced by their English teachers, 4 of them (33.33%) by their parents, and 3 of them (25%) by their friends, as presented below in Table 30.

Table 30

The Factors Influencing the EFL Learners in Deciding to Learn English as a foreign Language

Theme	Categories	Codes	<i>f</i>	%
Factors Influencing the Learners' L2 Learning	Factors affecting Turkish EFL learners	Teachers' influence	3	50
		Parents' influence	2	33
		Friends' influence	1	17
		Total	6	100
Preferences	Factors affecting Syrian EFL learners	Teachers' influence	2	33
		Parents' influence	2	33
		Friends' influence	2	33
		Total	6	100

Some of the views expressed by Turkish and Syrian students regarding the factors that affected their desire to learn English in the early years of their education are given below.

At high school our teachers often used to give us advice about learning English as a foreign language and its significance in our future life. Over time, we began to understand what they actually told us was a reality because knowing English is a prerequisite in many areas of social life (Moonshine).

My English teacher who taught me at the 5th grade had such a great impact on me that I made up my mind to keep learning English at that age (Zeynep).

I preferred to study at the language class at high school. In fact, I loved English more than the other school subjects in our curriculum. I think I was good at English since our English teacher affected me much by motivating me to study English regularly (Nizar).

Looking back on their past primary and secondary school experiences related to communicate in English, 8 (66.66%) of the students stated that they wanted to

communicate in English and learn it efficiently, but had limited opportunities to do so before attending high school. Although they started to learn English at such an early period in their education life, 4 (33.33%) of the students indicated that they had almost no opportunities to have oral communication activities or L2 speaking practice in their English classes. Considering their good and bad experiences related to studying and learning English in their language classes at high school, almost 84% of both Turkish and Syrian students noted that their English teachers mostly preferred to speak in Turkish or Arabic language by focusing primarily on teaching grammar topics and vocabulary as well as making text translations. In contrast to their expectations, they stated that their English teachers did not often use to teach English according to the communicative language teaching tenets during their secondary or high school years. In this sense, only 4 (25%) of the students indicated that their teachers sometimes provided them with some guided speaking and writing activities in only the first year of high school. However, 8 (34.61) of them admitted that they had almost no opportunities to have communicative activities in English before they attended university. The opinions of the students with respect to their L2 communication experiences during their secondary and high school years are presented in Table 31.

Table 31

Students' Views about Their L2 Communication Experience in the Early Years of L2 Education

Theme	Categories	Codes	f	%
The students' views about their L2 Communication Experience in language classes	Turkish students	Lack of one-on-one communication	4	66
		No practice in speaking classes	5	83
		Lack of teaching four skills	3	50
		Grammar and vocabulary-based learning	4	66
		Use of L1 in communication	2	33
	Syrian students	L2 education with rote-learning	4	66
	Grammar and vocabulary-based teaching	4	66	
	Use of L1 in communication	3	50	
	Reading dialogues and acting them out	2	33	
	Reading only English stories and texts	2	33	
Holding vocabulary competitions and quizzes	1	16		

Some of the Turkish and Syrian students' views on their L2 communication experiences in English classes at secondary and high school are as follows.

We were usually taught grammar and vocabulary knowledge from grade 5 to grade 8, and also our L2 learning was sometimes supported through conversations with the teacher and classmates, as well as listening to short stories or translating written texts in our language classes (Alhariri).

In fact, unfortunately, I have not had much experience in speaking English in our classes since I started my school life. Honestly, our teachers used to provide us with acting out through dialogues in English classes at high school. And if possible, they sometimes played English songs in the classroom (Moonshine).

My English speaking experience in primary, secondary, and high school was really poor. Our teachers were constantly changing. Living in a small city also had its disadvantages, too. Although our English teachers sometimes taught us grammar and vocabulary and gave us some worksheets after the grammar topics in the units, in general I do not think I could get a satisfying education about language learning in my school life (Zeynep).

At high school we were not encouraged to improve our speaking and writing skills due to the educational system. We had to take a multiple-choice type of test in which four skills were not included. Being successful in the entrance exam was more valued by our high school teachers. They used to teach us grammar in Turkish and rarely used L2 while teaching us. I had no speaking experience till I started my university education (Angelix).

At high school I had a preparation class education, so I studied English for 24 hours per week. However, writing and speaking skills were neglected by our teachers at that time. They mostly focused on grammar and reading activities. This was due to the pressure on local schools to reach a certain level of success in the university entrance exam. We mostly gave importance to grammar and neglected speaking activities due to the multiple-choice type of exam (English Enthusiast).

These and other explanations above show that both Turkish and Syrian students have had very limited or no opportunities to have oral communication in their English

classes before attending the university. Their speaking, writing and listening skills were somehow neglected by their English teachers or school administrations. Some of the students even admitted that they first experienced speaking English at the preparatory classes of their university. Although most of the students started to learn English at such an early period, around ten, they were mostly deprived of having an opportunity or chance to communicate in English. In other words, they were not exposed to oral language and they did not use the language in classes, which is one of the most important preconditions of acquiring L2 communicative competence (MacIntyre et al., 1998). It can be presumed that the students in the prep school are highly motivated and willing to communicate in English, but they need to have been provided with more communicative activities during their high school education. Besides, it is no doubt that receiving sufficient training on writing and listening skills would help them to increase their willingness in writing and speaking in English.

It is clear that participants attributed their insufficient L2 communication skills to the ongoing education systems applied in their countries. Concerning Turkey, according to MEB (2008) guidelines, the objectives for the study of foreign languages at elementary, secondary, and high schools is to develop practical communication, listening, reading, and writing skills, enhance the understanding of foreign cultures, and so promote positive attitudes toward communicating in a L2. Despite the stated goals and objectives in MEB's guidelines, it can be suggested that there is no clear consensus regarding the purpose of learning English among English teachers in Turkey. In the context of Turkey, even though the Turkish Ministry of National Education aims to develop all language skills of the learners, teachers feel responsible for preparing the students for a multiple-choice type of university entrance exam, which measures only the reading comprehension skills and grammar proficiency levels of the students. And therefore, they usually neglect to foster students' speaking, listening, and writing skills, which contradicts the ultimate goals set in the foreign language education curriculum (Akcan & Bayyurt, 2016; Ateş & Günbayı, 2017; Can & Can, 2014). There is an agreement among researchers that it is necessary to promote continuous teacher training and teacher development opportunities to maintain the implementation of curriculum innovation in Turkish primary and secondary education (Kırkgöz, 2008, as cited in Kani, 2011). It is hoped that teachers are encouraged to enhance students' communication competence as well as their linguistic competence. At least, they should

consider developing all of the language skills of the students, one of whose primary academic goals is to learn and study English Language at university.

As for family support and parents' attitude towards L2 learning, 10 (83.33%) of the students indicated that their families have always been supportive of their English language education and developing their linguistic and communicative skills during university years. However, only 2 (16.66%) of the participants mentioned that their parents remained neutral to the idea that they would take a longitudinal English language preparation at university for a year, as presented in Table 32.

Table 32

Family Support and Parental Attitudes in the Foreign Language Learning Process of Students

Theme	Categories	Codes	f	%
Family support and parental attitudes towards L2 learning	Turkish students	Always in support of L2 learning	5	84
		L2 learning as an ultimate academic goal	5	84
		No change in positive attitude	5	84
		Remaining aloof to long-term L2 learning	1	16
	Syrian students	Motivational support in speaking English	5	84
		Positive attitude towards L2 learning	5	84
		Gratification with gradual success in L2	5	84
		Encouraging a foreign language course	2	33
		Not caring much about L2 learning	1	16

Due to the low education level of my family, they could not provide much guidance on my English education in my childhood. Since I would study at a university where the medium of instruction is 100% English, they decided to make all their efforts and give me an opportunity to maintain my English language education (English Enthusiast).

At first, my parents told me to focus on learning only the Turkish language because we are living in Turkey as a foreign family, but then when I explained that my education was going to be in English language, they accepted the idea unhesitantly. Of course, they motivated me as much as they could in my L2 learning process. They always supported me to the

moon and back. My parents did not change their attitude any time in terms of my learning English as a foreign language (Elhamet).

My family has always been supportive of my L2 education, and it has been a source of happiness for them to see that I could gradually learn and speak English. Their attitude has never changed and I have always felt their support (Bilgin-Z).

My parents has always encouraged me to learn English and constantly supported me to continue my foreign language education at university (Saeed Alhamad).

My family has always been very supportive of me in learning and speaking English although I have been away from learning English for some reasons since the last year. Overall, my family has always supported me and they have never changed their attitude (Moonshine).

The analysis results revealed that both Turkish and Syrian students studying at the Prep School were intrinsically motivated to learn and study English at university, and most of them were supported by their families. The ones who were not supported by their parents adequately had intrinsic motivation and could manage to convince their parents in order to continue studying at a university where the medium of instruction is English.

It was also revealed that some of the students experienced lack of communicative and linguistic competence in two skills, namely speaking and writing. This result may give implications that there is a need to integrate communicative approach with the teacher training and departmental language programs throughout their undergraduate training. This finding is in consistence with Kani (2011), who investigated the EFL university students' perceptions about their current and desired competencies and found that senior students, too, experienced difficulties in speaking due to lack of fluency in L2 speaking and pronunciation as well as incompetence in writing and listening skills.

In conclusion, it is suggested that students' prep school foreign language program and their undergraduate programs should be reconsidered to integrate communicative approach with the other courses taken during their university education.

4.2.1.2. RQ6. How do both groups of the students self-report their perceptions about their WTC and EI profiles in English speaking classes and attitudes toward English as a foreign language?

The results of the interviews regarding both student groups' L2 WTC, attitudinal, and emotional intelligence levels are provided in the following sub-sections as 4.2.1.2.1., 4.2.1.2.2., and 4.2.1.2.3. In order to see how students perceive their levels of L2 WTC, attitudes in English, and emotional intelligence levels, they were asked a range of open-ended questions in order to examine their responses regarding their perceptions.

4.2.1.2.1. Students' Perceptions of Willingness to Communicate in English

In order to examine how the Turkish and Syrian students perceive their willingness to communicate in English, they were asked if they would show willingness to communicate in English in different situations. With respect to both student groups' self-reported L2 WTC perceptions, the content analysis of the participants' responses obtained through the interviews revealed some striking results. Table 33 presents in detail the L2 WTC perceptions of the Turkish and Syrian students and how willing they are to communicate in English in various situations. In this regard, among 12 students participating in the interviews, a significant majority of 9 students (75%) expressed their willingness to communicate in English. Of these two groups of 9 students, 5 of them (55.55%, $f=5$) were Turkish students and 4 of them (44.44%, $f=4$) were Syrian students. Additionally, it was revealed that the remaining 3 students (25%), 2 Syrian students (16.66%) and 1 Turkish student (8.33%), were found not to be so willing to communicate in their English classes. This finding was parallel to the findings of the quantitative analysis results in the present study, which indicated that the willingness to communicate in English of the survey students was found to be between moderate and high, with a total mean value of ($\bar{X}=5.96$) for the Turkish students and ($\bar{X}=5.49$) for the Syrian students. This finding was also similar to the findings of some other studies conducted in the Turkish EFL context, such as Bektaş (2005), Şener (2014), and Kanat-Mutluoğlu (2020) by concluding that the participants of the study were willing to communicate in English with a moderate to high level in their speaking classes.

Table 33

Turkish and Syrian Students' Self-reported Beliefs Regarding Their L2 Willingness to Communicate

Themes	Categories	Codes	<i>f</i>	%	
Turkish students' perceptions of their willingness to communicate in L2	Willingness to communicate in L2	Desire to communicate	6	100	
		Highly willing to communicate	3	50	
		Quite willing to communicate	2	33	
		Not willing to communicate	1	16	
	Receiver type preferred in L2 communication	L2 teachers	3	50	
		Friends	2	33	
		Foreigners	1	16	
	Context type preferred in L2 communication	Dyads	4	66	
		Small group discussions	1	16	
		Presentations	1	16	
	Primary incentive encouraging communication	Uncritical approach by teachers	3	50	
		Familiarity with speaking topic	2	33	
		Progress in L2 fluency	1	16	
	Topic preferred most in L2 communication	Different countries and cultures	3	50	
		Hobbies and activities	2	33	
		Social media and human relations	1	16	
	Syrian students' Perceptions of their willingness to communicate in L2	Willingness to communicate in L2	Desire to communicate	6	100
			Highly willing to communicate	2	33
			Quite willing to communicate	2	33
Not willing to communicate			2	33	
Receiver type preferred in L2 communication		L2 teachers	4	66	
		Friends	1	16	
		Foreigners	1	16	
Context type preferred in L2 communication		Small group discussions	4	66	
		Dyads	1	16	
		Presentations	1	16	
Primary incentive encouraging communication		Facilitative attitude by teachers	3	50	
		Desire for academic success	2	33	
		Tolerance for in-class pluralism	1	16	
Topic preferred most in L2 communication		Cultural diversity	2	50	
		Human health and psychology	2	50	
		Studying foreign languages	2	50	

Some of the excerpts that indicate to what extent the Turkish and Syrian students are willing to communicate in English in speaking classes are given as follows.

I always like to communicate with others in English, because it is a global language and makes me feel special, and it is very important to communicate with foreigners (Elhamet).

I would like to communicate and improve my English much more because I want to open my mind up to the outside world. Therefore, learning English is necessary for me, and I really want to communicate more fluently with the tourists coming to my country (Bilgin-z).

In our language classes, I want to show my willingness to communicate and volunteer to answer the teacher's questions because I want to impress the teacher. I believe that it is an advantage to be approved by the instructor. I prefer communicating with my friends because I feel more relaxed while communicating with them. During lessons while communicating with the teachers, I want to produce accurate sentences, which makes me a bit nervous. Out of the class I feel more confident while talking about different topics. When I speak with people I do not know much, I feel less willing because I do not like to be criticized in case of any mistakes (Saeed-Alhamad).

I believe that I have more willingness to communicate in English when I especially think that I can help tourists by speaking English, read and understand an article, and sometimes watch popular videos without any subtitles (ABC Brave).

Communicating in English will definitely contribute to the level of students' oral communication skills in English. That is why, I mostly want to communicate in English as long as I have an opportunity to do so (El Afra).

To me, communicating in English fluently and accurately is an important goal to achieve, but as soon as I participate in a group or pair work that requires us to make a discussion about a task, I feel stuck and take a step back in fear of failure in communication. Because this demotivates me, I sometimes feel unwilling to communicate in such situations (El Anas).

Wen & Clément (2003) indicated that there is a difference between desire and willingness to communicate in L2. In other words, in their WTC model, the researchers suggested that the students may have the desire to communicate but are sometimes mentally or psychologically unprepared to initiate communication, which might result in unwillingness to communicate. The researchers also suggested that in the Chinese English classroom teacher involvement and immediacy can be considered as a significant antecedent of a student's positive affect, and would be expected to increase WTC. In this sense, it was seen that all of the participants ($f=12$) had desire, but some of them did not show willingness to communicate in English. It was noted that 3 of the students, 2 Syrian students (16.66%) and 1 Turkish student (8.33%), who were unwilling to communicate in English in speaking classes actually had desire to communicate, but due to their L2 communication anxiety and fear of failure in communication, they eventually expressed their unwillingness.

I am not usually willing to communicate with my Syrian or Turkish friends but with my foreign teachers because they do not correct my grammar mistakes while speaking English. What I want from my classmates is that they can show us more tolerance and get less critical in case of any mistakes, because I show tolerance to their possible grammar mistakes. And also, I might sometimes feel unwilling to communicate with my friends or teachers in the classroom because they can be very intolerant when we make mistakes in pronunciation or vocabulary (El Anas).

I believe that the classroom environment is often too formal, and so I sometimes feel some pressure from my friends and teachers when I do not participate in speaking activities or group discussions due to my lack of background knowledge and weak communication skills. Thus, I often feel unwilling to communicate with someone in English classes although I actually have a desire to communicate with them (Angelix).

Honestly, I do not want to communicate much with my classmates in the class because I feel really bored and stressed when I make mistakes in pronunciation. Indeed, my willingness to communicate depends much on the other people who I communicate with (Zeynep).

Some striking results were obtained regarding who the students in the two groups generally wanted to see as their interlocutor during L2 communication. In this sense, 50% of the Turkish students ($f=3$) and a considerable majority of the Syrian students (66%, $f=4$) stated that they were able to develop successful communication and maintain it efficiently with their teachers in L2 classes. Considering the priority given to their teachers as interlocutors in communication, it can be argued that the L2 teachers take on an effective role by encouraging their students' L2 WTC during speaking classes (Cao & Philip, 2006; Dörnyei, 2005; Kang 2005). As to this potential role of the teachers, MacIntyre et al. (1998) provide insight into the close relationship between language teacher talk and learners' willingness to participate in communication. They suggest that it is essentially thanks to the teacher's attitude and intimate teacher-learner interaction that L2 learners can find ample opportunities to volunteer to express their ideas and participate more in communicative activities in the language classroom. Given that encouraging and making the students talk in their classes is still a significant challenge for L2 teachers, it can be inferred that the instructors at the prep school could somehow manage to motivate especially those students frequently reported to be passive, reticent, quiet, shy, and unwilling to answer in their speaking classes (Cheng, 2000; Liu, 2005; Tsui, 1996).

Kumaravadivelu (2003) also suggests that it is language teachers who have a direct role in shaping and scheduling the language curriculum in its application with respect to content and topics for discussion (as cited in Nazari & Allahyar, 2012). He further argues that it is EFL teachers who can set specific methodological procedures or action plans that determine a framework in which both parties, that is interlocutor and receiver, can initiate and maintain communication in the EFL classroom. It is for this reason that, as Leger and Storch (2009) state, EFL teachers should hold a responsibility for providing their students with more participation opportunities and promoting communicative interaction among students in the classroom. Considering the fact that students hardly ever have a chance to use L2 for communication purposes inside and outside the classroom, it is highly significant that they are given an opportunity to express themselves. In articulating this argument, MacIntyre et al. (1998) lay special emphasis on 'opportunity' by indicating that "intention must combine with opportunity to produce desired behavior" (p. 548). What can be inferred from this is that "without such an opportunity, reticence will be encouraged as the learners' wish to communicate is not stimulated adequately" (Lee & Ng, 2009, p. 303).

The analysis results revealed that ‘friends’ was the second group whom the Turkish students could preferably initiate and develop communication with most. Almost 33% of the Turkish students ($f=2$) were found to be more willing to communicate with their friends than their acquaintances ($f=0$) and foreigners ($f=1$) inside or outside the classroom. In the case of the Syrian students as well, ‘friends’ was preferred as the second interlocutor group whom they initiated L2 communication with most in speaking classes (16%, $f=1$). This finding is consistent with the findings of the quantitative analysis in that both the Turkish and Syrian students preferred their friends or classmates as the second receiver-group they wanted to start communication with most. With respect to the psychological conditions that influence the participants’ WTC in initiating communication, Kang (2005) points to three main factors, that is excitement, security, and a sense of responsibility. However, the analysis of the interview data also revealed that sense of equality was another affective factor influencing the Turkish students’ choice of interlocutor in L2 communication (Furuta, 2015). In other words, as argued by Bukhari, Cheng, and Khan (2015), receiver-type familiarity is a factor that significantly affects students’ choice of interlocutor in communication. In support of this argument, MacIntyre et al. (1998) also lay emphasis on the effect of relative familiarity among the interlocutors by grounding their argument on the reason why some EFL learners seek and tend to develop second language communication, while others refrain from doing so. In Kang’s (2005) study, for example, it was claimed that the EFL learners felt more secure and less apprehensive when they communicated with their classmates during their communicative activities in language classes. Similarly, Cao and Philip (2006) stated that unfamiliarity among fellow learners might cause them to feel less secure and hence less willing to communicate in L2. Some of the statements of the students who reported that they could initiate and develop L2 communication with their friends more efficiently are as follows.

When I talk with my classmates in speaking activities, I often do not feel worried about making any mistakes in grammar or pronunciation. Indeed, I know that it is quite likely to make such mistakes as saying ‘do’ instead of ‘does’. However, I do not feel any discouraged because this does not prevent me from expressing what I actually want to say (El Haamed).

... Since I know that I share almost the same concerns or feelings with my friends during a speaking activity, I try to develop empathy for them as much as I can. And also, it feels good to know that we are all equal in the classroom community that represents us. Well, regardless of some troublesome situations, I obviously think that our friendship helps us with developing more communicative skills in our language classes (Bilgin-Z).

I can say that I have almost no difficulty communicating with my friends in English, even though I sometimes experience verbal corrections from them when I make mistakes in grammar or vocabulary (English Enthusiast).

Regarding the context type in which the participants from the two student groups were willing to communicate, the analysis of interview data revealed some significant findings. It was observed that both groups of students had relatively different priorities considering the context type in which they wanted to communicate in L2. In this sense, as presented in Table 33, the Turkish students expressed their communication preferences in favor of one-on-one dyadic communication (66%, $f=4$), small group discussions (16%, $f=1$), presentations (16%, $f=1$), and meetings (0%, $f=0$). On the other hand, the Syrian students expressed their preferences for small group discussions (66%, $f=4$), dyads (16%, $f=1$), presentations (16%, $f=1$), and meetings (0%, $f=0$) as L2 communication contexts respectively. Some of the statements by the students with respect to the context type they preferred during L2 communication are as follows.

I think that small group discussions are an effective way of improving our oral communication skills. Because individual skills as well as team working skills develop in small group discussions, it is possible for us to receive instant feedback on our pronunciation and class work from either our teachers or team mates during conversations (El Hariri).

As someone who is aware of my individual self-efficacy and how effective I can be in verbal communication, I believe that I can interact better with my interlocutor in dyadic communication or pair work. For instance, sometimes it can be intimidating to raise my hand in speaking classes to ask a question or have the teacher repeat a phrase I have not understood because I think that my question is stupid and the idea of speaking up is some daunting.

However, I do not feel such an internal pressure when working with my friends or communicating with them in pairs (Angelix).

... To me, presentations are very valuable activities in terms of helping us improve our L2 skills. In other words, they are highly beneficial and effective for us in practising a wide range of skills, improving our creativity, developing our research skills, as well as building self-confidence in us while speaking in front of others. That is why, I believe that presentations contribute a lot to our oral communication skills in speaking classes (Nizar).

... Another reason why I do not feel comfortable communicating in English in face to face or online meetings is my public speaking anxiety. Unfortunately, I can get nervous or stressed easily when a speaking task or group discussion is announced by the teacher. I also think that I have some kind of stage fright because I find it very distracting when the others look directly at me during a face to face or online conversation. And therefore, I often feel unwilling to communicate in English in such meetings (El Anas).

As can be understood from the above statements, both the Turkish and Syrian students tend to differ from each other with respect to their preferences in L2 communication context. Given that students' communicative perceptions and behaviors differ in particular contexts in an L2 environment, it is unequivocally clear that the context or linguistic setting plays a significant role in determining how interlocutors communicate or the rules governing the course of L2 communication (Johnson, 1995, p.5). As argued by Phillips (2008), the role of context in communication has been more evident since the 1970s, when Communicative Language Teaching (CLT) introduced a new paradigm or approach into L2 learning and teaching process. Regarding its role in shaping L2 learners' communicative behaviors, it is indicated by Freed (2009) that context is indisputably an important factor in highlighting the interactional aspects of SLA in terms of its effect on "the nature and the extent to which L2 learners acquire an L2" (p. 218). In other words, from an interactional perspective, communication contexts are considered to differ from each other with respect to the quantity and quality of L2 input provided for the learners, the amount of interaction in the L2 (with native or non-

native speakers), and the opportunities they provide for L2 learners to generate their L2 output accordingly (Serrano, Llanes, & Tragant, 2011).

On the other hand, from a functional perspective, context of different kinds also shape how the speaker wants to express his or her purpose of speaking, that is, the communicative function of language (Poudel & Acharya, 2019). For instance, even a single form can have multiple interpretations depending on factors such as who the speaker and listener are; where, why, when, and what they are talking about, and etc (Hasan, 2009; Gold, 2016). Hence, depending on this, Holliday (2015) further suggests that learners' initial responses to L2 communication, their communicative behaviors, and willingness to communicate during communicative activities are all directly or indirectly shaped by the communication contexts they communicate in. The researcher further supports this notion with an example by stating that it is very likely that the speaker as rhetorician tends to be distinct from the speaker in dyads, presentations, interpersonal conversations, small group discussions, or meetings as larger-scale L2 communication settings.

As for the use of four skills inside or outside the classroom and the Internet for L2 communication, some striking results were obtained with respect to the Turkish and Syrian students. Table 34 shows the students' Internet accessibility and how often they use the Internet for L2 communication. It was found that a considerable majority of the students did not have much chance to communicate with native speakers or foreigners face to face in English. Only 5 of all the students, 2 Turkish students (33%) and 3 Syrian students (50%), indicated that they could meet native speakers, foreigners, or pen pals online and have face to face conversations with them at least every two weeks or once a month. However, due to their limited access to Internet and insufficient speaking skills, the rest of the students (59%, $f=7$), stated that they could not experience live communication with native speakers as much as they desired. Regarding the frequency of Internet use for L2 communication, it was revealed that the Turkish and Syrian students were relatively different from each other in terms of the time intervals they communicated with others in English. Put it differently, it was observed that the Syrian students used the Internet for communication purposes a bit more often than the Turkish students. Additionally, out of the 12 students, only 1 Syrian student who had regular Internet access, indicated that she used the Internet to have a chat with her foreign pen pals in different countries such as Iran, Japan, Canada, Germany, England, and Jordan

in English. At this point, the interviewee noted that she was able to communicate with them orally or write to each other through e-mails or texting.

Table 34

EFL Learners' Profiles of Internet Use for Communication in English as a Foreign Language

Themes	Categories	Codes	<i>f</i>	%
Turkish students' profiles of Internet use in L2 communication	Personal Internet access	Unlimited Internet access	3	50
		Limited Internet access	2	33
		Lack of Internet access	1	16
	Face to face communication	With native speakers	1	16
		With foreigners	1	16
		Frequency of Internet use for L2 communication	Once a month	1
		Once a week	1	16
Syrian students' Profiles of Internet use in L2 communication	Personal Internet access	Unlimited Internet access	2	33
		Limited Internet access	2	33
		Lack of Internet access	2	33
	Face to face communication	With native speakers	2	16
		With foreign friends	1	16
		With pen pals	1	16
Frequency of Internet use for L2 communication	Once a month	2	33	
	Every two weeks	1	16	

Some of the statements by the Turkish and Syrian students expressing their purpose of using the Internet are given below.

Because I have some foreign friends in different friend groups on the Internet, we organize some Internet games and video-chat with each other in English every two weeks (Crazy Inventor).

I like watching lots of foreign films and serials as well as listening to music in English on the Internet at least once a week (Zeynep).

One of the good sides of using Internet is that I can speak and write something to my friends on some social media platforms in English and get feedback from them on my mispronunciation of some words during communication. I think this improves my pronunciation and communication skills quite efficiently (Saeed-Elhamad).

I think Internet is a great virtual world in which I can have a conversation with my foreign friends in some countries such as Japan, Canada, England, and etc. And also, I can do my English assignments easily by following some beneficial web sites such as 'rong-chang.com', 'enislcollective.com', or 'esllab.com' (Angelix).

It was also found that a number of the Turkish and Syrian students made an effort to develop the other three main skills, which is writing, reading, and listening, in order to contribute to their L2 communication skills at a desired level. In other words, apart from their speaking experience, the students' L2 learning experience and Internet use included some skill-based work through writing, reading, and listening activities as well.

Considering the students' willingness to develop their L2 writing as a productive skill, out of the 12 interview participants, 4 Turkish students (33%) and 3 Syrian students (25%) expressed their unwillingness to write in English as a L2. The rest of the students, 2 Turkish students (16%) and 3 Syrian students (33%), stated that effective writing skills and academic writing knowledge would also form the basis of expressive communication skills in English, and so expressed their willingness to attend academic writing classes and activities regularly (Lee, 1994; Li, Dursun & Hegelheimer, 2017; Sheth, 2016). These students further indicated that writing was an effective way of strengthening what they had already been studying and learning in their language classes (Çiftçi & Aslan, 2019; Hinkel, 2006; Yashima & Zenuk-Nishide, 2008). As presented in Table 35, more than half of both student groups, that is 4 Turkish students (66%) and 4 Syrian students (66%) stated that their L2 writing experience usually included such activities as one-on-one written communication (chatting on the net), sending an e-mail to or receiving one from their teachers or friends, sharing written podcasts on social media platforms, and assignment writing. Moreover, none of the Turkish students indicated that they wrote journals to see their academic progress in

English, while only 1 Syrian student (16%) mentioned keeping diaries in English regularly to improve his writing skills.

Table 35

EFL Learners' Perceptions of their Writing Skills and Willingness to Write in English as a L2

Themes	Categories	Codes	<i>f</i>	%	
Turkish students' perceptions of their writing skills and willingness to write in L2	L2 writing competence	Highly competent	1	16	
		Moderately competent	1	16	
		Quite incompetent	4	66	
	Willingness to develop L2 writing		Willing to attend classes	1	16
			Willing to do activities	1	16
			Unwilling to attend classes	2	33
			Unwilling to do activities	2	33
	Reasons for unwillingness to write		Difficulty of writing tasks	3	50
			Cumbersome writing process	2	33
			Poor ideation	1	16
			Chatting on the net	1	16
	Activities for L2 writing practice		Sending and receiving e-mails	1	16
			Paragraph writing practice	1	16
			Messages on social networks	1	16
Highly competent			1	16	
L2 writing competence		Moderately competent	2	33	
		Quite incompetent	3	50	
		Willing to attend classes	2	33	
		Willing to do activities	1	16	
		Unwilling to attend classes	2	16	
		Unwilling to do activities	1	33	
Syrian students' perceptions of their writing skills and willingness to write in L2	Reasons for unwillingness to write	Poor linguistic knowledge	4	67	
		Lack of concentration	1	16	
		Problem with dysgraphia	1	16	
		Chatting on social platforms	1	16	
	Activities for L2 writing practice		Sending and receiving e-mails	1	16
			Writing free essays	1	16
			Keeping a diary	1	16

The Turkish and Syrian students' statements with respect to their perceptions of L2 writing skills and willingness to write in English as a foreign language are as follows.

We are given weekly assignments by our teachers, and so I must honestly say that I just write for assignments because it is a must for us at prep school (Elhamed).

Academic writing is a skill in which I feel very incompetent. However, I sometimes chat with my friends on Facebook or Instagram by writing to them in English (Bilgin-z)

It wouldn't be an exaggeration if I said we did almost no writing activities in high school in the past, so I have much difficulty in writing paragraphs or essays in our classes at prep school. And therefore, I do not feel so interested in writing as much as the other skills (Anas).

Unlike most of my classmates, I find the writing classes very important and fun because I think I can express myself by writing and learn my progress in English in the process of foreign language learning. Therefore, in addition to our writing classes, I often find sample paragraphs and essays on some useful Internet pages and review them finely to improve my L2 writing skills (English Enthusiast).

Based on the statements made by both student groups, it was concluded that most of the students were often unwilling to participate in writing classes or activities because they did not find their writing skills competent enough to be able to write in L2 as desired and initiate L2 communication inside or outside the classroom accordingly.

The students' statements regarding their willingness to develop L2 reading as a receptive skill revealed that they did not differ significantly from their responses to their L2 willingness to write inside or outside their classes. As shown in Table 36, it was revealed that 5 of all the students, 3 Syrian students (50%) and 2 Turkish students (33%), were very willing to attend reading classes and improve their reading skills in order to become more proficient in L2 communication. In this regard, they stated that they sometimes read interesting texts about world languages, the role of engineering in life, world and lifestyles of celebrities on various web sites, and regional and global news in foreign newspapers. Likewise, medical world and health, lyrics of favorite English songs on various video channels like Youtube, Lightworks, Avidemux, or

Dailymotion as well as some other interesting texts related to their course contents were some other reading topics read by the students preferably.

On the other hand, more than half of the students, 4 Turkish students (66%) and 3 Syrian students (50%), stated that they were not so willing or motivated to attend the reading classes, and so did not have an active participation in their reading activities. As the reasons for their unwillingness to participate in reading classes, they indicated such important reasons as lack of vocabulary knowledge or limited sight word vocabulary, insufficient reading skills, and inability to read independently and fluently. Besides, fear of making mistakes when reading aloud, weak L2 literacy skills, and non-stimulating reading topics in their reading books or units of the course books were mentioned among the significant reasons for their unwillingness to read.

As to the EFL learners' willingness to read in English (WTR), an intrinsic desire or will to read depending on such reasons as curiosity, involvement, gaining linguistic knowledge, and etc., Borsipour, Pishghadam, and Meidani (2019) indicate that reading as a major skill is highly significant for both academic achievement and general life skills.

Table 36

EFL Learners' Perceptions of their Reading Skills and Willingness to Read in English as a L2

Themes	Categories	Codes	f	%
Turkish students' perceptions of their reading skills and willingness to read in L2	L2 reading proficiency	Highly proficient	1	16
		Moderately proficient	1	16
		Quite inproficient	4	66
	Willingness to develop L2 reading	Willing to attend classes	1	16
		Willing to do activities	1	16
		Unwilling to attend classes	2	33
		Unwilling to do activities	2	33
	Reasons for unwillingness to read	Insufficient reading skills	3	50
		Lack of mental lexicon	2	33
		Inability to read fluently	1	16
	Topics preferred for L2 reading	Engineering and life	3	50
		Origins of world languages	2	33
		World of celebrities	1	16
	L2 reading proficiency	Highly competent	1	16
		Moderately competent	2	33
Quite incompetent		3	50	
Syrian students' perceptions of their reading skills and willingness to read in L2	Willingness to develop L2 reading	Willing to attend classes	1	16
		Willing to do activities	2	33
		Unwilling to attend classes	1	16
		Unwilling to do activities	2	33
	Reasons for unwillingness to read	Fear of making mistakes	4	66
		Weak L2 literacy skills	1	16
		Non-stimulating topics	1	16
	Topics preferred for L2 reading	Regional and global news	4	66
		Medical world and health	1	16
Lyrics of favorite songs		1	16	

In fact, as argued by the researchers, high proficiency in L2 reading is one of the ultimate academic goals that all EFL learners wish to acquire in the whole L2 learning process. In support of this, Richards and Renandya (2002) also argue that one of the important prerequisites of L2 reading proficiency is the learners' active and regular involvement in the reading classes, which is enabled as a result of their willingness to read a text and synchronous development in their WTR. In accentuating the importance

of reading, Brown (2001) mentions the role of love in reading which can enhance the EFL learners' reading achievements. Moreover, Dörnyei (2003), Gambrell (2011), and Lopez (2011) highlight the role of motivation and emotions in determining the love for reading and willingness to develop L2 reading skills. Similarly, it is suggested by Kwon, Kupzyk, and Benton (2018) that EFL learners' emotional engagement makes L2 learning and reading input more comprehensible. Nuttall (as cited in Berardo, 2006) emphasizes the necessity of the selection of texts by learners by contending that the learners' free involvement in the selection of reading texts is an effective way of increasing their motivation and generating willingness to read in them. On the relationship between lack of motivation and unwillingness to read, Wigfield, Guthrie, Tonks and Perencevich (2004) argue that learners reading for enjoyment tend to be more motivated to keep reading than those whose initial purpose in reading is to get enough points to pass the classes or complete their tasks. Moomaw (2013) also draws attention to the close relationship between lack of motivation in EFL learners and low reading comprehension. He further argues that willingness to read increases the amount of reading in learners, which in turn leads to a considerable increase in their reading comprehension skills. Considering this, some of the statements that indicate the students' perceptions of L2 willingness to read are presented below.

Normally, I do not like reading much, and this year we do not have a reading book that we follow regularly. That is why, I can only read the texts in our English File Student Book (Moonshine).

I do not read much because I do not understand what I read, and thus, I stop reading after a while because I lose my interest. I think my level is less than intermediate. I often make resolutions about reading newspapers, readers appropriate for my own level, or watching English channels on TV in order to improve my comprehension skills, but unfortunately I can perform only 20% of my resolutions (Crazy Inventor).

Instead of reading some difficult original books, I prefer reading simplified books more because I do not feel competent enough to read such books whose language is too hard to understand for someone like me (Zeynep).

In my opinion, reading in a foreign language is one of the most effective ways to learn that language. It is because it enables us to feel more comfortable with the words and grammatical rules that help us to express our own opinions or thoughts. I also think that regular reading practice in English will enable us to speak more articulately and fluently than average English speakers although we have theoretically had almost the same number of years in terms of exposure to the target language (El Hariri).

Overall, considering the students' reading experiences and perceptions, a significant majority of them (58.33%) were found to be unmotivated because they did not have enough confidence owing to their lack of vocabulary knowledge and linguistic competence. Another conclusion from both Turkish and Syrian students' responses might be that they would not show much interest in reading if it were not a compulsory part of their language learning curriculum. The main focus of a majority of the participants seemed to be studying, reading, or writing just to get good scores in their exams and to pass their modular exit exams at the prep school. It was also found that the students seemed to prefer to spend more time and make more effort on reading the topics they were familiar with or skills they felt good at. And similarly, they often tended to refrain from reading unfamiliar topics and improving skills at which they did not feel competent enough. It seems to be very significant that the students who express their unwillingness to read need to be guided and encouraged to read more books, stories, newspapers, texts or any written materials appealing to them inside or outside the L2 classroom (Altınır, 2017; Çetinkaya, 2005; Şener, 2014). This is essential for most of them because it is one of the significant alternatives through which they can be exposed to L2 more and increase their English vocabulary repertoire. In this way, they will at least have some idea about different topics related with their social and education life, which may result in enhancing their willingness to communicate in the target language.

Regarding the students' willingness to develop L2 listening skills, both a majority of Turkish students (83.33%, $f=5$) and all of the Syrian students (100%, $f=6$) indicated that they were highly willing to improve their listening skills by listening to English songs and music soundtracks, watching different foreign films and serials, and world news on Internet TV or radio channels. As illustrated in Table 37, it was found that the Turkish and Syrian students preferred performing listening activities or tasks

that were both entertaining and authentic for them in their language classes. This finding is consistent with the findings of Bektaş (2005) and Şener (2014) who suggested that in their studies some of the participants showed great interest in watching some foreign TV channels and listening to various radio channels as an effective means of gaining ear familiarity with English as a FL and improving their aural skills. In the present study too, almost all of the interviewees were found to show interest in following some world-popular TV channels such as BBC International, CNN International, or TRT World News, and listening to some Internet radio channels like BBC World Service, BBC Learning English, or Al Jazeera Live News in order to improve their L2 listening skills. Additionally, it was revealed that the students mostly enjoyed listening to interesting listening texts but not such scientific or demanding comprehension tasks which they found hard to understand beyond their current L2 levels.

Table 37

EFL Learners' Perceptions of their Listening Skills and Willingness to Listen in English as a L2

Themes	Categories	Codes	<i>f</i>	%	
Turkish students' perceptions of their listening skills and willingness to listen in L2	L2 listening proficiency	Highly proficient	1	16	
		Moderately proficient	4	66	
		Quite inproficient	1	16	
	Willingness to improve L2 listening	Willing to attend classes	Willing to attend classes	3	50
			Willing to do activities	2	33
			Unwilling to attend classes	1	16
		Activities preferred for L2 listening	Listening to English songs	2	33
			Watching foreign films	1	16
			Listening to global news	1	16
			Listening to cultural attitudes	1	16
	L2 listening proficiency	Willing to attend classes	Watching celebrity life styles	1	16
			Highly proficient	1	16
			Moderately proficient	3	50
		Willingness to improve L2 listening	Quite inproficient	2	50
Willing to attend classes			3	50	
Willing to do activities			3	50	
Syrian students' perceptions of their listening skills and willingness to listen in L2	Willingness to improve L2 listening	Unwilling to attend classes	1	16	
		Activities preferred for L2 listening	Listening to regional news	2	33
			Watching history of wars	1	16
	Listening to cooking tips		1	16	
	Listening to cryptocurrency news		1	16	
	L2 listening proficiency	Watching customs and traditions	1	16	

Some of the statements that express the Turkish and Syrian students' perceptions of their listening skills and willingness to listen in English are given as follows.

In my opinion, listening skill is very important among the other four skills because it plays a vital role in communication. I mean listening skill is as necessary as speaking skill in communication since it is very difficult to comprehend the messages conveyed without effective listening. In addition,

listening helps the language learners to acquire vocabulary, pronunciation, word stress, and sentence structure of a target language (El Hariri).

... It is hard to for me to say that I have achieved sufficient proficiency in listening skill yet, but I am aware of the fact that this skill is very important not only in successful L2 communication but also in performing our listening activities or tasks. I know well that, without effective listening skills, being good at speaking English alone will not be enough to become a proficient language learner or interlocutor. In idiomatic terms, I think this is something like a bird with one wing hurt but still trying to fly (El Hamaad).

Aside from its role in L2 communication, I can say that listening skill is probably the only skill I have the most difficulty in acquiring and developing when compared to the other main skills. When this is the case, I often feel a little anxious in listening classes, which negatively affects my motivation and willingness to listen (Angelix).

As a B1 level L2 learner, I absolutely know that I should not study English only to pass the exams in the modular system successfully, but rather to reach full academic competence until I feel self-sufficient in each of the four basic skills. Keeping this in mind, I do some efficacious activities through which I can specifically improve my speaking and listening skills. For instance, I watch either regional or global news in English on such internationally-acclaimed TV channels as BBC World Service, CNN International, TRT World News, or Al Jazeera Live News in order to improve my oral communication and listening skills (Bilgin-Z).

I think listening, as a receptive skill, has a significant place in foreign language learning as it awakens awareness of the target language in learners and it contributes remarkably to the development and expertise of the other main skills, that is, speaking, reading, and writing. As someone who is aware of the importance of listening skills, I do some activities that will improve this skill as much as I can. For examle, I watch various foreign films and seasonal series with English subtitles and listen to my favorite foreign songs in order to improve my speaking and listening skills (Zeynep).

As a matter of fact, the importance that is attributed to listening by a significant majority of the students in the two interview groups obviously highlights the crucial role of this skill in L2 learning and its effect on the development of L2 communication (Akdemir, 2016; Gilakjani & Sabouri, 2016; Rost, 2014). According to Doff (1995) and Ziane (2011), listening comprehension is highly important as it is a process through which the necessary input is taken in and so effective learning takes place. Referring to the close relationship between effective listening ability and L2 speaking, Hedge (2000) states that it would be very difficult to develop our speaking ability without developing our listening skill first. He further suggests that effective listening skills in English language will make it easy for EFL learners to listen to or watch foreign TV or radio channels more easily, to study more efficiently, and communicate with foreigners more confidently. Therefore, they need to be provided with more opportunity to do practice in English and be exposed to L2 listening activities more in order to develop this skill desirably.

Lynch also (2003) suggests that, contrary to common belief, knowing how to write and speak in a second or foreign language should not be regarded as the most important criterion for communication in that language. Besides speaking and writing skills, learners need to have efficient listening skills so that effective L2 communication can take place in everyday life and classroom settings. Given that 50% of daily communication in both social life and academic contexts is in the form of listening, it can be clearly understood how significant listening skill is for people to maintain effective communication (Mendelson, 1994; Nunan, 1998; Peterson, 2001). Due to the undisputed importance of listening skills in many spheres of daily life, Guo and Willis (2006) indicate “it is the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideals, and sense of values” (p. 3). To this end, it is highly important that EFL learners should be motivated and encouraged to listen to different texts which are appropriate for their current levels and be provided with more knowledge to use in daily communication with others both inside and outside the classroom. Similarly, they should be supported with effective listening and compensation strategies by their instructors in order to help them maintain their conversations, overcome conversational gaps, and make them feel more successful in L2 communication.

As it is known well, in prep schools, the EFL learners are expected to communicate fluently and accurately as their L2 levels progress, take part in

conversations, class discussions, task-based activities, and perform presentations before they graduate from their school. Similarly, they are expected to be competent in all of the main skills during the language learning process. As their language skills preparation is limited to prep school for one year, it is recommended that students at the prep school develop self-confidence and interest in speaking, reading, writing, and listening skills before their graduation. Considering this, the students need regular guidance and support from their teachers in order to achieve their linguistic goals for their own development (Gol, Zan-Moghadam & Karrab, 2014; MacIntyre & Burns, 2011; Peng, 2020; Reinders, 2016). And also, some timely and on-site error correction or feedback should be provided by their instructors. In this regard, assisted learning or guided participation in the classroom necessitates providing the students with necessary information, prompts, reminders, and encouragement by their teachers at the right time and in right amounts (Peng, 2019; Peng & Woodrow, 2010; Zarrinabadi, 2014). In so doing, the EFL teachers can expect their learners to gradually develop not only their linguistic competence but also communicative skills required in English classes.

4.2.1.2.2. Interview Students' Attitudes towards Learning English as a Foreign Language, English Speaking Countries and Their Cultures, and Speaking Classes

The qualitative data results revealed that the attitudes of both Turkish and Syrian students towards English as a foreign language and speaking classes were positive. As presented in Table 38, all of the students participating in the interviews indicated that learning English language and being able to communicate in L2 was a great academic value for them. And also, they agreed that it was highly necessary to know and speak English as fluently and accurately as possible in daily life as well as in academic settings. Some of the statements with respect to the attitudes of both student groups towards English language and speaking classes are presented below.

It is a common fact that English language is a world-wide language that is spoken by millions of people in different areas of social life, such as business sectors, educational facilities, and social media platforms like Facebook, Twitter, or Instagram. Since most of the people from different countries see English as an effective means of expressing themselves

communicatively, I also want to study and improve my communication skills in English (Bilgin-z).

Speaking English is an ultimate goal for many people who need to learn at least one foreign language in their academic life. Therefore, I want to improve my foreign language skills in English so that I can communicate with my friends, foreigners, or other people in different settings such as my school or virtual Internet environment (El Afra).

One of the things that generates positive attitude towards learning English language in me is the willingness to learn more about different cultures and lifestyles of peoples living in the countries where English is spoken as a native language. I exactly know that the more I study and learn English, the more I develop sympathy to the American and British people due to their free and peaceful way of living in their social lives (Angelix).

I think I can learn new things from each of my speaking classes. What I am learning here in my spoken classes is completely different from what I used to learn at high school in Syria. In other words, while learning and studying English in Syria, our main concern was to pass the university entrance exam with a good score. However, here in our prep school, there is a communicative approach to learning and teaching English, the primary objective of which is necessarily to improve the students' verbal communication skills and to educate the individuals who are self-sufficient in communicative skills in daily life. Personally, I believe that I have learned to think about the meanings of different words deeply and logically so that I can use them as tools for an actual communication. As for the common approach adopted by our teachers in language teaching, their focus was mainly on the academic use of English rather than just teaching the structural features of the target language as in most language classrooms equipped with traditional ways of L2 learning and teaching (El Afra).

Table 38

EFL Learners' Attitudes towards English, L2 Speaking Countries and Their Cultures, and Speaking Classes

Themes	Categories	Codes	f	%	
Turkish students' attitudes towards English, L2 speaking countries and their cultures, and speaking classes	Attitudes towards English language	Highly positive	3	50	
		Positive	3	50	
	Attitudes towards L2 speaking countries and their cultures	Appreciating multiculturalism	5	84	
		Desire to develop friendships	5	84	
		Envyng individual freedom	3	50	
		Desire to study abroad	2	33	
		Envyng higher living standards	2	33	
		Desire to improve oral skills	6	100	
		Learning lots of vocabulary	5	84	
		Attitudes towards speaking classes	Entertaining course content	4	67
		Effective teacher proficiency	4	67	
		Regular group discussions	2	33	
	(Table 38 continued)				
	Syrian students' attitudes towards English, L2 speaking countries and their cultures, and speaking classes	Attitudes towards English language	Highly positive	3	50
Positive			3	50	
Attitudes towards L2 speaking countries and their cultures		Desire for cultural integration	4	66	
		Desire to study abroad	3	50	
		Desire to learn native accents	2	33	
		People with global perspectives	2	33	
		More business opportunities	1	16	
		Necessity of speaking fluently	6	100	
		Respect for personal opinions	5	84	
		Attitudes towards speaking classes	Feeling secure in classes	4	66
		Teachers' effective L2 skills	4	66	
		Gratuitous teacher support	4	66	

Besides, almost all of the students (84%), 5 Turkish students and 4 Syrian students, expressed their positive attitudes toward the cultures of the English speaking countries like America, England, Canada, or Australia. As it was explained in details in section 4.3.1.2., the participants of the qualitative aspect expressed their willingness to visit some foreign countries with the desire to integrate into different lifestyles dominating there and write or speak to their foreign friends in those countries. At this

point, 5 of the Turkish students (almost 84%) indicated that they especially would like to visit some foreign countries like the USA or UK in order to meet foreign people and make new friendships by sightseeing different tourist destinations under less risky conditions and more suitable times during summer holidays. Similarly, 4 of the Syrian students (almost 67%) even stated that they would like to be integrated into the lifestyles and cultures of the communities in these countries.

As stated above, the students' desire for cultural integration clearly accentuates how they are willing to identify themselves with people living in these English-speaking countries (Çetin, 2016; Esser, 2006; Şahin, 2020). It also socio-culturally means that these students respect the values of other nations, value cultural pluralism and diversity, and that they can interact with a range of other people in various communities easily (Ersanilli & Koopmans, 2010; Fokkema & De Haas, 2015; Manning & Georgiadis, 2012). Overall, a great majority of both student groups showed positive attitudes towards the persisting cultures of the English speaking countries. In this sense, some of the statements indicating the attitudes of the Turkish and Syrian students towards English speaking countries and their common cultures are presented below.

The main reason why I have positive attitudes toward some cultures like American, British, and Canadian cultures is the fact that they have higher life standards than ours. And also, I believe that they show more significance and value to their citizens than we do to our citizens. Therefore, I emulate both their individual freedom and better living conditions (Saeed-Elhamad).

Whenever I watch foreign films and listen to English songs on Tv or Internet, I wish I could speak as fluently as the people in those films or the singers of those songs. What I gain by watching and listening to such films and songs is to learn more about their native accents, cultures, and people living there (English Enthusiast).

I believe that it is highly significant to learn English as a foreign language as it is a world language. As soon as I have my own economic standards or find a good opportunity, I will go and study abroad since this is one of my academic goals. I really hope this can get realized one day in the future when I pass the Erasmus Examination in the following years (ABC-Brave).

...There are basically several reasons why I have a positive attitude towards English speaking countries. First of all, in countries like America, England, or Canada, where multiculturalism is usually welcomed, people from a wide variety of cultures can live in harmony and freely. And also, if you are an international university student studying abroad, you can feel lucky because the universities in these countries support cultural diversity and very often they try to organise various social and cultural activities for their students. Therefore, with a global perspective and international mindset, the students studying and living in these countries feel more self-confident, outgoing, communicative, and always up for any kind of hassles when compared to other students who have never lived abroad (Nizar).

According to MacIntyre and Charos (as cited in Wright, 1996), EFL learners' language attitudes have been regarded as one of the most significant factors in terms of predicting the level of success in L2 learning and communication. Gardner (1985) further suggests that success in learning a foreign language is influenced particularly by attitudes towards that language and the community of speakers of that language. Additionally, Williams & Burden (1997) argue that both attitude towards the learning situation and integrativeness can affect language learning significantly. More recently, Peng (2007), Pawlak (2015), Ghonsooly et al. (2012), and Shirvan, Khajavy, and MacIntyre (2019) examined the willingness to communicate in English as a second language and revealed that L2 self-confidence and attitudes towards international community were two significant antecedents of L2 WTC.

In the present study, it was found that both the Turkish and Syrian interview students valued knowing and learning English language, other English-speaking countries and cultures, and their L2 speaking classes a lot. Another significant finding of the present study was that the qualitative results regarding the L2 attitudes of both interview groups was also parallel with the quantitative results considering the attitudes of both Turkish and Syrian students. Based on these results, it can be suggested that these students will seek to interact actively with foreigners living in English-speaking countries or communicate with them in order to integrate with them and improve their oral communication skills as long as they are provided with essential opportunities to do so.

4.2.1.2.3. Interview Students' Perceptions about their Emotional Intelligence Profiles in L2 Communication

The qualitative data analysis revealed some significant results for the Turkish and Syrian students in terms of their emotional intelligence (EI) profiles in L2 communication. The detailed responses provided by the students to the EI interview questions indicated that some of the students from both interview groups were found to display high levels of EI in their speaking classes or communicative activities in the L2 classroom, while some of them displayed moderate or low levels of EI in various communicative situations. In this respect, the students' responses to the interview questions were categorized under certain sub-groups in order to determine the EI levels of both student groups, as presented in Table 39 and 40 respectively.

Table 39

EFL Learners' Perceptions about Their Emotional Intelligence Profiles in L2 Communication

Themes	Categories	Codes	<i>f</i>	%		
Turkish students' perceptions of their EI profiles in L2 communication	General mood in L2 communication	Feeling nervous before speaking	5	84		
		No need for speaking anxiety	4	66		
		High confidence in conversations	2	33		
		Feeling nervous in presentations	2	33		
		Feeling nervous in discussions	2	33		
	Students' motivation in L2 communication	Feeling motivated to communicate	6	100		
		Desire to speak with foreigners	5	84		
		Appreciating tolerance in foreigners	3	50		
		Syrian students' perceptions of their EI profiles in L2 communication	General mood in L2 communication	Feeling anxious in L2 speaking	5	84
				Fear of making mistakes	5	84
Fear of failure in conversations	4			67		
Feeling lack of oral skills	4			67		
Difficulty in self-expression	3			50		
Students' motivation in L2 communication	Students' motivation in L2 communication	Problem with unusual accent	1	16		
		Feeling motivated to communicate	5	84		
		Desire to interact with foreigners	5	84		
		Voluntary information exchange	1	16		

Regarding how they feel, that is their general mood in L2 communication, both the Turkish and Syrian students provided some different responses when they needed to use English to communicate in or out of their classes. At this point, it was revealed that a significant majority of the Turkish students (84%, $f=5$) indicated that they would inevitably feel anxious or nervous at the beginning of a communicative activity, but they could somehow get rid of this tense mood soon after their communication progressed efficiently. Some of the responses of the Turkish students with respect to how they feel and try to overcome such a situation during L2 communication are presented below.

Generally, I try to calm down during a conversation because I know that I have difficulty explaining something clearly when I feel anxious. And also, even if you never use grammar or vocabulary correctly, the person you communicate with will eventually understand you through mimes or gestures during communication. Therefore, I think there is no need to feel worried or stressful while speaking in or out of English classes (English Enthusiast).

Honestly, if I am in a learning environment with a crowd of people, it is normal that I will eventually get nervous, especially in case of a meeting or group discussion. However, in a one-on-one individual conversation, I feel more confident and so try to speak as much as I can. I think it depends on the situation I am in. In other words, I will feel either very concerned or very relaxed in different situations (Zeynep).

Actually, I usually feel relaxed because I know that my L2 speaking level is high enough to understand my interlocutor and explain anything clearly during L2 communication. On the other hand, I also know that I need to improve my oral communication skills more in the future as I want to be able to speak English as fluently and accurately as native speakers (ABC-Brave.)

When I speak English with someone, I do not feel anxious, but honestly I get some stressed if I know that I am being assessed by my teacher or friends during a conversation, group discussion, or term presentations. In such a

case, I try to communicate in the simplest and most understandable way so that I can at least maintain that communicative activity or task as expected from me (Crazy Inventor).

In the case of Syrian students, it was revealed that almost all of them (84%, $f=5$) thought differently from the Turkish students by displaying a bit more pessimistic profile regarding how they felt when they needed to use English with others in or out of their classes. Some of the responses with respect to their beliefs are as follows.

When I start speaking in English, I usually feel very nervous. This is mainly because I think that I will fail in maintaining a conversation I have started with my interlocutor (Elhamet).

Because I know that I can make mistakes while speaking English with my teachers or classmates, I feel stuck and want to end the conversation at that moment. However, I hope to overcome this problem in communication through more practice in L2 speaking and linguistic self-confidence that I will gain during the process of foreign language learning (Nizar).

In fact, I can not help feeling anxious or stressed when I participate in a conversation. I think the reason is my lack of background knowledge including grammar and vocabulary knowledge as they are not as sufficient as I want. Knowing this often causes me to get nervous while communicating in English inside or outside the classroom (Angelix).

As a Syrian student, my foreign accent sometimes makes it difficult for me to be understood by my friends or teachers when communicating in English. That is why, I feel some anxious during a conversation or communicative task (El Anas).

Considering how motivated the Turkish and Syrian students were before initiating communication with foreigners and others inside or outside the classroom, it was seen through the detailed analysis of the interview data that there were some similar results for both of the interview groups, except for a Syrian student indicating his unwillingness to communicate with foreigners. In this sense, it was revealed that all of the Turkish students (100%, $f=6$) felt motivated before communicating with foreigners

provided that they are given an opportunity to initiate a conversation with them. Some of the responses of the Turkish students with respect to their motivation before L2 communication are given below.

I would really like to chat unhesitantly and fluently with a foreigner because I know that communicating with a native speaker in English will contribute a lot to my linguistic knowledge and L2 speaking skills (Crazy inventor).

I feel very enthusiastic and motivated, especially when I know that I will interact with a foreigner or native speaker. It is really exciting for me to talk to foreigners in English because you do not have to think about vocabulary or grammar rules so much. Besides, I feel less apprehensive while speaking to a foreigner in English as they show you more tolerance in case of communication gaps or problems (Bilgin-Z).

I generally feel more enthusiastic while speaking to a foreigner than when I communicate with one of my classmates. Even if I make some mistakes, a foreigner is less likely to judge or criticize me due to my possible mistakes, which is something I appreciate much. And therefore, I feel more relaxed and motivated in such a situation (Moonshine).

Communicating with foreigners in English increases your desire to know how much you can actually develop and maintain your communication with them face to face or on social media platforms. I believe that my desire to communicate with a foreigner has increased a lot because I am aware of the fact that I have improved my speaking skills recently (ABC- Brave).

The Syrian students' responses related to their motivation before starting communication with foreigners in English are provided below. Of the 6 students expressing their individual perceptions, 5 of them (84%) indicated that they were motivated enough to initiate communication with a foreigner. However, only one of them stated his demotivation in case of such a kind of communication.

I often look forward to having a conversation with a foreign speaker in English since it is a great encouragement for me to continue learning English and to improve my oral communication skills (El Hariri).

I always desire and tend to speak English with my foreign friends inside and outside the classroom. I especially try much to develop a conversation with my foreign friends living in some countries like Germany, Belgium, and Holland in English. I can see that, whenever I use English to express my opinions about different things to my friends on the Internet, my speaking skill gets better in each communication experience (Elhamet).

I feel very motivated to speak English with two of my friends, Antoine and Platius, living in Greece when I discover a new word and share its meaning with them. Similarly, they give me some other examples with different words. In this way, I believe I can improve both my vocabulary and speaking skills (Saeed-Elhamad).

Unlike most of my friends, I do not feel motivated or willing to communicate with a foreigner in English because of my lack of essential grammar and vocabulary knowledge (El Anas).

The findings of the qualitative data analysis revealed some similar results for the Turkish and Syrian students with regards to how they would deal with any communication barriers and manage L2 communication anxiety they experienced during speaking classes, as shown in Table 40. It was found that the Turkish students tended to produce more or less similar solutions to the Syrian students in case of speaking anxiety and L2 communication barriers such as feeling of irritation and embarrassment, fear of making mistakes, peer pressure, or speech difficulties experienced in their speaking lessons (Kahn, 2010; Kim, 2006; Lindsay & Knight, 2006; MacIntyre & Gardner, 1991; Payne & Whitney, 2002). In this sense, a total of 6 Turkish students (100%) and 6 Syrian students (100%) mentioned some effective solutions in their own right so that they could overcome their communication problems in speaking classes.

Table 40

EFL Learners' Problems in L2 Communication and Their Solution Proposals to the Problems

Themes	Categories	Codes	f	%		
Turkish students' problems in L2 communication and their solution proposals	Problems experienced in L2 communication	Fear of making mistakes	4	66		
		Feeling stressful	4	66		
		L1 interference	3	50		
		Peer pressure	2	33		
		Speech difficulties	2	33		
		Difficulty understanding topics	1	16		
	Solutions proposed for L2 communication problems	Trying to stay calm	5	84		
		Request for further clarification	5	84		
		Activating autosuggestion	4	66		
		Fixing concentration problem	3	50		
		Avoiding indecent haste	2	33		
		Use of L1 for clarification	2	33		
		Syrian students' problems in L2 communication and their solution proposals	Problems experienced in L2 communication	Fear of making mistakes	5	84
				Feeling stressful	5	84
Speech difficulties	4			66		
Peer pressure	4			66		
Solutions proposed for L2 communication problems	Excessive use of mother tongue		3	50		
	Tongue slips while speaking		1	16		
	Trying to think calmly		5	84		
		Asking for help from teachers	5	84		
		Activating self-motivation	3	50		
		Use of key words for clarification	3	50		
		Trying to understand patiently	2	33		
		Explaining with examples	1	16		

Some of the statements by the Turkish students regarding their solution proposals to L2 communication problems in speaking classes are provided below.

...For example, if a word does not come to my mind while speaking, I try to explain it by giving some examples or simplifying it to be understood by my interlocutor better. In this way, I try not to have much difficulty in a conversation. However, when I feel I will get stuck in expressing something,

I always try to think calmly and make another sentence so that I can express myself clearly (Bilgin-Z).

The best thing I can do if I have difficulty in my communication is to stay calm and think that everyone is going through the same experience, that is, communication anxiety. And also, I try to overcome any difficulty during L2 communication by thinking that everyone can handle such a difficulty with some patience and self-confidence (Moonshine).

If the interlocutor I communicate with during a speaking activity is one of my teachers, I express myself about where I have difficulty during the conversation and ask for some help. If the interlocutor I am talking to is one of my classmates, I express myself in Turkish in case of a difficulty, or if he/she understands what I mean, we continue the conversation. I must say that I try to do more practice in speaking with my friends or foreigners in English so that I can express myself without any difficulty (English Enthusiast).

The responses by the Syrian students regarding their solutions to or ways out of their communication problems in speaking classes are provided below.

What I do when I have such a communication problem is just try to say or express it in Turkish. For instance, when I have difficulty remembering or articulating a new word during a conversation, I simply explain it in Turkish in order to overcome any mental uneasiness as quickly as possible (Nizar).

...In case of a gap during a one-to-one conversation between me and my interlocutor, I often hint at my friends or classmates for some help, or I ask the teacher to help with my problem (El hamet).

In my opinion, a significant problem in L2 communication is caused due to the lack of concentration in interlocutors. For instance, when I lose my concentration or focus during a conversation, I can not avoid wobbling communicatively. However, since I know this situation will not last long, I gather my concentration quickly and stay focused on the conversation between me and my interlocutor (Saeed- El Hamat).

When it comes to how the interview students managed their stress or anxiety while speaking in English classes, both of the student groups proposed some similar solutions to each other. Considering the students' perceptions as to how they handled their communication anxiety and stress, this finding of the qualitative data analysis was found to be different from the one in the quantitative data analysis. In other words, according to the quantitative analysis results, the mean value of EI levels of Turkish students was ($\bar{X} = 3.78$), while this was slightly lower for the Syrian students with a mean value of ($\bar{X} = 3.66$). Below are some of the statements by the Turkish students that show their perceptions about how they cope with stress or communication anxiety.

Although I sometimes find it difficult to manage my stress during L2 communication, I try to soothe myself thinking that it is normal for everyone to experience such a mood while speaking English with others. Knowing this as a fact helps me to get rid of my communication anxiety as easily as possible (Moonshine).

It is a fact that I also feel stressed during a conversation in English. However, I try to get rid of my communication anxiety by thinking that the language classroom is a learning environment where mistakes can be made in the learning process. That is, it does not bother me to make mistakes with vocabulary use or pronouncing a word incorrectly. It is because our teachers motivate us by helping us with both tolerating and correcting our mistakes. I absolutely know that I cannot learn without making mistakes (Zeynep).

Normally, I am a very stressful person, especially while communicating with someone in English in our speaking classes. However, in situations where I have a lot of stress during a conversation in English, I usually take a deep breath and I try to relieve my stress thinking that I have enough self-confidence and knowledge to overcome such moments like everyone else in the classroom (English Enthusiast).

Some statements by the Syrian students that indicate their perceptions about dealing with stress or communication anxiety are provided below.

I think I am a very patient person in nature, so I usually try to show enough perseverance in learning English as a foreign language. And also, in case of stress during communication, I try to think positively knowing that I will get relieved in a conversation after a while (Elhamet).

I believe that I can cope with a stressful situation in a conversation in our speaking classes quite easily. In other words, I manage my stress by taking a deep breath and getting relaxed while communicating with someone in our speaking classes (Saeed-Elhamad).

I do not care even if I make mistakes while speaking English in my speaking classes. It is because I know that we learn a foreign language, and so it is highly normal to make some grammar or vocabulary mistakes in L2 learning process. I believe thinking in this way will help me overcome my stress or apprehension during a L2 speech easily (Nizar).

Considering all the qualitative analysis results, it was seen that both Turkish and Syrian students had some similar but also different results with respect to their L2 willingness to communicate, emotional intelligence, and attitudinal levels in English as a foreign language. As for both of the student groups with whom the structured interviews were done, the qualitative results revealed that both the Turkish and Syrian students were either moderately or highly willing to communicate with their friends, teachers, or foreigners in English depending on the situation or context they were in. As some of the significant reasons why they sometimes felt unwilling to communicate in English in various situations, they mentioned communication anxiety, pressure from classmates in case of grammar or vocabulary mistakes during a conversation, lack of grammar and vocabulary knowledge, and experiencing conversational gaps during communication (Cao, 2014; MacIntyre, Babin & Clement, 1999; MacIntyre & Ayers-Glassey, 2020; MacIntyre & Doucette, 2010; MacIntyre, Clement & Dörnyei, 1998; Oz, Demirezen & Pourfeiz, 2015; Yashima & MacIntyre, 2018; Zen & Beckmann, 2020)

As for the interview students' attitudes towards learning and communicating in English, a significant majority of the students from both groups stated that they had positive attitudes toward English as a foreign language. It was seen that almost none of the students had a negative approach to communicating and expressing their ideas or feelings in English. Rather, they considered English as having an important role in their

social, academic, or business life (Bektas, 2005; Cetinkaya, 2005; Ghoonsoly & Khajavy, 2012; Şener, 2014; Yashima, Zenuk-Nishide & Shimizu, 2004). Moreover, most of the students stated that they were in favor of learning some other foreign languages and that it is absolutely not a problem to continue their university education by learning and communicating in a foreign language like English instead of just their mother tongue.

Finally, regarding the two student groups' perceptions of their emotional intelligence profiles, both Turkish and Syrian interview participants were found to have some similar and different results while communicating with others in English speaking classes. In this sense, almost all of the Syrian students were found to have L2 communication apprehension while communicating with their friends, teachers, or foreigners in English. Similarly, a significant majority of the Turkish students indicated their stress or communication anxiety during their communicative activities in the L2 classroom (Dewaele & Pavelescu, 2019; Gholami, 2015; Khajavy, MacIntyre & Barabadi, 2018; Tabatabaei & Jamshidifar, 2013). In addition, both student groups were found to have some effective solutions and display almost similar behavioral patterns while dealing with difficulties encountered during communication in English inside or outside the classroom. And lastly, as to how they managed their communication anxiety or stress in speaking classes, the Syrian students were found to deal with such affective disorders in almost similar ways to the Turkish students, which was indeed a significant qualitative result different from the quantitative analysis results of the Syrian students.

4.2.1.3. RQ 7: What factors do affect both groups of the students' WTC and EI perceptions in English speaking classes and their attitudes toward English as a foreign language?

Related to the factors that facilitate or hinder the EFL students' L2 WTC, attitudes, and emotional intelligence levels while communicating in English inside or outside the classroom, the qualitative data analysis revealed some significant results for both of the student groups. As presented in Table 41, the Turkish and Syrian EFL students indicated some similar and different factors that influence their WTC, attitudes, and emotional intelligence profiles in speaking classes.

Table 41

Factors Influencing EFL Learners' L2 WTC, EI Levels, and Attitudes towards Communicating in L2

Themes	Categories	Codes	<i>f</i>	%
Factors affecting Turkish EFL learners' L2 WTC, EI levels, and their attitudes towards communicating in L2	Factors Facilitating the students' L2 WTC, EI levels, and attitudes	Motivation	5	84
		Sense of responsibility	5	84
		Teachers' attitudes	4	66
		Peaceful classroom environment	4	66
		Friends' attitudes	2	33
	Factors hindering the students' L2 WTC, EI levels, and attitudes	Linguistic self-confidence	1	16
		Lack of speaking competence	5	84
		Communication anxiety	4	66
		Peer pressure	4	33
		Lack of self-confidence	2	33
Factors affecting Syrian EFL learners' L2 WTC, EI levels, and their attitudes towards communicating in L2	Factors Facilitating the students' L2 WTC, EI levels, and attitudes	Difficulty of tasks	2	33
		Teachers' attitudes	5	84
		Motivation	4	66
		Peaceful classroom environment	4	66
		Sense of responsibility	4	66
	Factors hindering the students' L2 WTC, EI levels, and attitudes	Linguistic self-confidence	2	33
		Friends' attitudes	2	33
		Stress and shyness	5	84
		Lack of self-confidence	5	84
		Lack of speaking competence	3	50
	EI levels, and attitudes	Peer pressure	2	33
		Difficulty of tasks	2	33

In this sense, up to a majority of 9 students from both interview groups, 4 Turkish students (67%) and 5 Syrian students (84%) indicated that they found it easy to initiate communication with their instructors in or out of the classes. They further noted that they were influenced positively by their teachers' unabated willingness and motivation to teach them English, non-prejudiced and non-cynical in-class attitudes, and uncritical correction techniques during their communicative activities (Khajavy & MacIntyre, 2018; Reinders & Wattana, 2014; Zarrinabadi, 2014). Therefore, they stated that they generated positive attitudes and felt more secure in their speaking classes. Some of them also suggested that they felt more willingness to communicate in the

presence of their teachers in their classes, which in turn encouraged them to seek out communication with their teachers. The students, who were positively affected by their teachers' empathetic attitudes during L2 communication, indicated that they would like to participate more in speaking classes. And also, they stated that as they participated in communicative activities with their teachers, their oral communication skills increased and they started to feel communicatively more competent in English.

Given this important role of teachers in L2 learning and communication, the students indicated that they had some expectations of their teachers during their L2 learning experience at the prep school. What they actually expected their instructors to do was to show them positive attitudes as teenagers in their classes and also to use different methodologies and strategies in the classes in order to increase their motivation. In line with this, Wen & Clemént (2003, p. 28) suggested that in the Chinese English classroom teacher involvement and immediacy can be considered as a significant factor influencing the EFL learners' positive affect and attitudes toward learning English as a foreign language, and this can obviously enhance their L2 WTC accordingly.

I believe that our instructors play a significant role in L2 learning in that their facial expressions, body language, immediacy, attitudes towards us, and their own willingness to teach us English all influence our willingness to participate in class conversations and communication (El Anas).

I think the way how our instructors approach us while making mistakes in grammar or vocabulary will directly affect our motivation and attitudes towards learning English and putting more effort into improving our communicative skills (English Enthusiast).

Our class teacher helps me with my problems in pronunciation because I am not so good at pronouncing certain words in my new module. She answers everything I ask very patiently and gently. I begin to feel relaxed when she helps me correct some problematic words correctly. Contrary to my temperament, I do not feel any anxiety or worry when we speak English because she is kind, friendly, and helpful to all of us (Moonshine).

One thing I appreciate about my teacher is that he is really patient while listening to me during a one-to-one conversation or discussion. When I make mistakes in grammar or vocabulary, he gives me nice explaining that is easy for someone with low level of English like me. And also, he gives me enough time so that I may notice my mistake and correct them myself before telling me the right answer. The last thing that is admirable is her rich vocabulary knowledge, friendliness, and sincere attitude towards us (Angelix).

Regarding the students' opinions about their friends' attitudes and peer pressure, 5 of all the students (41.66%), that is 4 Turkish students (66%) and 2 Syrian students (33%), expressed their complaints on an important issue. It was seen that they complained about their classmates' negative judgements and intolerance when they made some grammar or vocabulary mistakes during communication with their teachers or other students in their speaking classes. Considering this as a significant reason behind their unwillingness to initiate communication, they stated that they should not be criticized by their friends due to their possible mistakes since such unnecessary reactions could make them feel unmotivated in speaking classes. This is a significant finding parallel to the findings of Min (2010) who stated that the Chinese EFL learners valued others' perceptions about them during communication in English. This finding is also in line with Jung (2011) and Şener (2014) who suggested that a number of the Korean and Turkish EFL students felt communicatively apprehensive when their classmates intervened in their conversations unnecessarily. Additionally, 2 of the Syrian students (33%) stated that they could not pronounce some commonly-used English words correctly due to their Arabic accent while speaking English. They stated that the difference in their accent was found strange by some of their friends, and therefore they experienced hesitation while communicating in English. It was also found in the present study that students who were actually willing to communicate in English were demotivated by peer pressure from their classmates. In other words, peer pressure was reported as a significant factor that might hinder both Turkish and Syrian students' L2 WTC in the speaking classes. The Turkish and Syrian students' opinions about their friends' attitudes and peer pressure are given below.

Knowing that some of my classmates will laugh at me is really irritating for me during communication in English. I know that I can not speak English as well as some friends, but I feel demotivated and want to stop speaking in the classroom when they make fun of my mispronunciation of some words such as 'the', 'live', or 'favourite' in my sentences (El Anas).

Although I often try to speak with my friends in English so that I can improve my oral skills, a lot of my classmates show reluctance in speaking to me in English. This inevitably makes me feel discouraged to start communication with them another time (El Afra).

The thing I see most boring is that whenever I initiate communication in English with my friends, we get bored and end up stopping speaking after a while (Nizar).

Even though I and my friends exactly know that we must practise speaking English inside or outside the classroom more often, we usually prefer to speak in Turkish because it is easier to communicate in our native language (Crazy inventor.)

In spite of my willingness to communicate and high interest in English, I mostly see that my friends look really unmotivated in the speaking classes. This unfortunately affects me in a negative way because I believe that my success in communication or English in general depends on the mood and motivation of my friends in the classroom. If they are willing to participate in the speaking activities actively, I feel like participating in speaking classes, too (Moonshine).

On the other hand, 2 Turkish students (33%) and 2 Syrian students (33%) preferred having conversations with their friends inside or outside the classroom in spite of some undesired situations as stated above.

'Trying to practise English with my foreign friends at the dormitory is an important experience for me. With no doubt, it increases my speaking skills to have a conversation with my freinds who are more competent than me in speaking English.' (English Enthusiast)

'I do not think students learning English do not have many opportunities to improve their speaking skills out of the classroom. That is, there are lots of various web sites, applications, software programs, and social media platforms to communicate with my friends at university from different cities in order to improve our four skills in English.' (ABC-Brave)

'I can communicate with my friends more freely because I am not afraid of making mistakes while speaking with them in our classes. However, we rarely speak in English out of the class.' (Saeed Elhamad)

Likewise, a number of students, 4 Turkish students (67%) and 3 Syrian students (50%) expressed their indictments about lack of communicative competence in their speaking classes. Due to their low level of communicative competence, they indicated that they often would not initiate communication with their teachers or friends even though they indeed knew the answers expected by their teachers for the questions addressed to them. And thus, they often preferred to stay unresponsive to communicative activities in spite of their desire to participate in such classroom activities. This is a significant finding that is consistent with the findings of quantitative data analysis of the present study. As suggested by MacIntyre et al. (1998), there is a difference between desire to communicate and willingness to communicate. At this point, the researchers suggest that although many EFL learners have the desire to communicate with their friends, teachers, or foreigners, they often tend to refrain from communication because they do not have as much willingness to communicate as they have the desire to communicate in L2. Below are some of the students' perceptions about their lack of communicative or speaking competence in English.

'In my opinion, the greatest goal of anyone learning a foreign language is to be able to speak that language fluently and in accordance with the rules. However, unfortunately, since effective communication skills are not gained in language classes during secondary education in Turkey, we often have much difficulty in speaking fluently in speaking classes at the preparatory school at university.' (Moonshine)

'...This is my second year at the prep school, so I'm a repeat student. Of the four main skills in English, the two skills I find most difficult are speaking and writing. I have difficulty applying what I know in classes on the two skills, especially in speaking lessons. I think my grammar and vocabulary knowledge is pretty good, but sometimes I get stuck when it comes to speaking in conversations, presentations, or group discussions. When I cannot speak effectively with so much knowledge in my head, I realize that my motivation and willingness to participate in communication activities decreases a lot.' (El Anas)

'I have always wished to be able to speak this foreign language like native speakers because being able to speak English fluently is one of my important academic goals at university. I can say that I have even enrolled in an online speaking course for this purpose recently. Now, my fifth month in the course is over. Yes, I must admit that when I first came to prep school I could hardly speak English. And of course, I can say that my speaking skills have improved a little thanks to both our speaking classes at school and this course. Still, I don't think my oral communication skills are at the level I want yet.' (Crazy Inventor)

L2 motivation was found to be another affective factor influencing both interview groups' WTC in English. It was noted in some previous studies that EFL learners who had a high level of motivation in speaking classes felt less anxious and more willing to communicate in their communicative activities (Bursali & Öz, 2017; Yashima & Zenuk-Nishide, 2004). According to Wu and Lin (2014), motivation is a significant affective factor that can influence the EFL learners' communicative behaviors in their speaking activities. It is also known well that the students who are integratively or instrumentally motivated to learn a foreign language put much effort to

improve their target language skills and make use of any convenient classroom opportunities to communicate in that language (MacIntyre et al., 2002; Peng, 2007; Yashima, 2002). To this respect, it was found that the students in both interview groups (92%) were also integratively motivated to learn and communicate in English. This finding of the qualitative data related to L2 motivation is parallel to the findings of Yashima (2002), Peng (2007), Yashima (2019), Hashimoto (2002) and Gardner et al. (1987) in that integrative motivation contributes a lot to the frequency of L2 use, which results in EFL learners' gradual proficiency in the target language. Some of the statements below indicate the students' L2 motivation and willingness to communicate in their classes.

'I feel more motivated to communicate with my friends or teachers if the speaking topic is interesting and familiar enough to me.' (Saeed-Elhamad)

'My teachers' attitudes and psychological situation either motivate or demotivate me before participating in a conversation that day.' (El Anas)

'Because I study English hard almost every day, I feel more confident and motivated to improve my oral communication skills in my L2 learning process.' (El Hariri)

'I believe that group discussions or collaborative work in our speaking classes are a good way of improving our speaking skills. Therefore, as someone who wants to speak more fluently, I feel motivated enough to participate in such communicative activities.' (English Enthusiast)

'I usually would like to communicate with my teachers as they help me with some clues to maintain communication in case of any conversational gaps. To be honest, this increases my motivation to improve my oral communication skills.' (ABC-Brave)

Some of the students from both of the interview groups, 4 Turkish students (67%) and 4 Syrian students (66%) also indicated that they felt more relaxed and confident in a non-threatening L2 classroom environment. Thus, they stated that they had more positive attitudes and willingness to communicate in a non-threatening language classroom. As argued by Krashen (1985), a non-threatening classroom

atmosphere enhances the students' self-confidence and their L2 WTC in class participations. He puts special emphasis on the significance of providing the FL learners with comprehensible input by adding that it will foster their understanding and motivation to participate in communication activities in the L2 classroom. He further suggests that if the learners are not motivated enough in a highly threatening classroom environment and so feel lack of self-confidence, they will most likely to feel withdrawn due to their mistakes or get exposed to underestimation by others in their classes. In such a case, as argued by Krashen (1985), they will tend to have some negative attitudes towards learning English and feel unwilling to initiate communication with others in communicative activities in the L2 classroom.

In support of what Krashen suggests, Reinders and Wattana (2014) indicate that a non-threatening classroom environment generates motivation and willingness to communicate in EFL learners, lowers their affective barriers during L2 process, and fosters effective interaction among learners in the L2 classroom. Therefore, it is hoped that L2 teachers and instructors will reasonably identify potentially negative factors that impede the EFL learners' willingness to communicate. It is also hoped that they will provide their students with some necessary conditions conducive to generate positive L2 attitudes and WTC in their learners so that they can increase their motivation and self-confidence in a more secure language classroom. Some of the statements highlighting the students' perceptions of a non-threatening L2 classroom are presented as follows.

'As an educator in one of the schools affiliated to the Ministry of National Education, I think that a non-threatening classroom environment is very effective in students' learning experiences. This also applies to us as students learning a foreign language. One of the important reasons for me to think that such a classroom environment positively affects our language learning is the sense of security that we students develop. In such a case, I believe that both our willingness to participate in the classes will increase and it will be possible to improve our communication skills.' (Zeynep)

'In my opinion, one of the most important features of quality education institutions is that they provide a safe and peaceful classroom environment to their students at any level. A classroom environment that hampers students' peace of mind can reduce their motivation and self-confidence, as

well as prevent an effective learning and teaching to take place. This will make it difficult for individuals to express themselves comfortably and thus have a recessive character in the classroom. I don't think this is any different for our language classes at the moment. In other words, I believe that a stressful environment in our language classes will significantly affect our active participation and desire to communicate.' (El Hariri)

'Our English lessons in secondary school were sometimes fun with word activities and games we did with our English teacher. But sometimes, when we misbehaved too much for our age, our classroom counselor, whose major was English, would get mad at us. For this reason, I remember that although I often voluntarily attended his classes, I got discouraged in such situations and I could develop a negative attitude towards the English classes.' (Nizar)

According to the qualitative results, some of the students were found to be willing to take responsibility in terms of motivating themselves intrinsically to initiate communication or participate in class conversations in English more than usual. In this sense, a total of 9 students (75%), that is, 5 of the Turkish students (84%) and 4 of the Syrian students (67%) indicated that they should not expect only their teachers to put effort all the time and take all the responsibility of teaching English and improving four main skills. As responsible individuals, they mentioned taking most of this responsibility by increasing their self-motivation in English classes so that they could enhance their oral skills and get more proficient in English as a foreign language. This is a significant finding that is in line with Johansson (2010), Persson and Ljungman (2009), Devlin (2002), and Üstünlüoğlu (2009). Below are some of the statements provided by the students with respect to their perceptions about feeling sense of responsibility in L2 learning process.

I feel responsible in that I need to do something to improve my speaking skills, but I cannot. It is definitely because I work somewhere, and so I am too busy with the tasks assigned by our instructors in the modular system. For instance, I really want to go to another foreign country like England or France to be able to improve my communicative skills, but because of

severe pandemia in the entire world, I can not do anything in this regard (El Hariri).

I believe that keeping a diary almost every day will at least make me feel responsible as a student at the prep school. I also think that learning vocabulary is highly beneficial in improving my English speaking level. For this purpose, I usually watch TV serials with English subtitles on different web sites such as www.serials-box.com or www.dizilab.com on the Internet (Saeed- Elhamet).

Since I know I am a university student and not a high school or secondary student, who mostly needs the guidance of their teachers, I feel more responsible for developing my L2 skills and show more willingness to communicate in English classes as a clear sign of my accountability at school. I already know that our instructors make enough effort to motivate and encourage us in terms of participating in communication activities, so I am of the opinion that the greater burden should be on our shoulders as conscious university students (Moonshine).

'I believe that our teachers are only responsible for teaching us English and giving suggestions to us with respect to how we can study English and improve our oral skills more efficiently. Other than this, we are all grown-up enough to take our own responsibilities in life' (ABC-Brave).

I think it does make no sense to expect everything from our instructors or someone else while learning and communicating in English. If we expect everything from them, then how can we succeed in improving our speaking skills? We must also try to find more effective ways of improving ourselves in English so that we can feel peaceful in conscience (Zeynep).

Based on the students' statements mentioned above, it can be argued it looks some promising that the students do not totally put the blame on their teachers or the challenging modular system at the prep school in case of any failure in their L2 learning process. Instead, they seem to be responsible and conscious enough to find out and solve their problems related to their reluctance or demotivation in English classes. In this sense, the researcher considers the assisted learning theory as highly beneficial for

the students (as cited in Bektaş, 2005; Altın, 2017; Şener, 2014). In other words, he supports the idea that at prep schools instructors should be reminders, prompters, give detailed feedback about the performance of their students, ask questions to refocus their attention, and give examples of strategies that can be used by their students in any English classes.

In the present study, in addition to all the factors mentioned above, some other significant affective factors were found to impede the students' WTC, emotional states, and attitudes in English classes. These factors were reported as high communication anxiety, shyness, lack of self-confidence, formal classroom atmosphere, and fear of initiating communication due to low level communication competence in speaking classes. The following statements indicate the students' perceptions with respect to the other drawbacks they experience in L2 communication.

I often have a big fear of making grammar and vocabulary mistakes while communicating with my teachers or friends in task-based speaking activities (El Afra).

I find it quite normal when my friends with higher level L2 competence or teachers try to correct my grammatical or lexical mistakes. However, when they frequently do this, I begin to feel shy and unwilling to communicate in our speaking classes (El Anas).

Although I am very willing to communicate in English, I have a slight stuttering problem while speaking to my classmates or teachers during group or paired discussions. That is why, I often take a step back just before starting communication with them (Angelix).

I think I feel more willing to communicate out of the classroom because it sounds less formal to me to communicate with others or even foreigners outside the classroom (Crazy Inventor).

I do not know exactly what causes anxiety in me while presenting something on the board in our modules, but in each module I look forward to finishing my presentation as soon as possible. I know that this really hampers my motivation and willingness to communicate with others in our classes (Zeynep).

I like speaking English as much as I can in speaking classes, but I can not develop communication with my teachers or friends as easily as I wish because my knowledge in English is very limited (Bilgin-Z).

My main problem with English language is not that I do not have much grammar or vocabulary knowledge. In fact, I think I am even better than most of my classmates. However, I feel stuck when it comes to express my opinions with some meaningful sentences, especially during group discussions in our speaking classes (El Anas).

Overall, the results of this study showed that there are a number of significant factors affecting the students' WTC in English in the classroom context. Among these factors were teachers' attitudes in language classes, peers, non-threatening classroom environment, topic of discussion, topic familiarity, motivation, and types of tasks and activities. Considering the qualitative analysis results related to the factors that influence the students' WTC, it was found that a significant majority of the students appeared to have the desire to communicate in English. However, they were found to have less willingness to communicate in L2 due to some of the factors stated above. It seems clear that the students' L2 learning and communication is influenced by both personal and situation-specific factors (Aubrey, 2011; Matsuoka, 2005). These factors definitely hinder the students' speaking performance and are among the main reasons for their reluctance to communicate in English speaking classes. It is at this point that teachers need to take some responsibility by getting aware of the psychological barriers that could prevent their students from WTC and take appropriate action to address these issues efficiently. In this sense, it is advisable that teachers learn about their students' learning styles and preferences as well as their rapidly changing communication behaviors and affect as detailed as possible (MacIntyre & Legatto, 2011). What is more, if possible, teachers can try different strategies in order to enhance their students' interest and motivation to learn and use L2 more frequently (Cao, 2014).

Such a strategy-oriented L2 learning and teaching process will help students remove the barriers that negatively affect their WTC and help their students feel more secure, independent, and autonomous in their L2 learning process (Lahuerta, 2014; Öz, Demirezen & Pourfeiz, 2015). This, in turn, will encourage the students to use the target language more often and make self-assessment of their English proficiency as expected

from them. In this way, it is hoped that even less able students will feel more confident and willing to participate in various communicative activities either inside or outside the classroom (Liu & Jackson, 2009). However, it is a fact that only the teachers' efforts and dedication are not enough to achieve these ultimate goals. In other words, students are also expected to take on this shared responsibility as important stakeholders of the foreign language learning process (Barjesteh, Vaseghi & Neissi, 2012). That is, setting their learning goals at the beginning of a course, identifying their own learning styles and preferences, and taking risks in L2 learning are essential for every EFL student. By doing so, they can increase their self-confidence, motivation, and L2 WTC in order to overcome any communication barriers in their speaking classes.

4.3. Summary of the Findings

Based on the quantitative and qualitative findings, the findings of the present study can be summarized within the framework of six major aspects as the following: the EFL learners' perceptions of their willingness to communicate (WTC) in English inside and outside the classroom; the EFL learners' perceptions of their attitudes toward learning English as a foreign language (ATE) and emotional intelligence (EQI) levels; the differences between the EFL learners' levels of L2 WTC, ATE, and EQI regarding nationality and gender variables; the interrelationships of the identified variables with each other; the EFL learners' self-reported beliefs about their WTC, EQI, and ATE levels in English speaking classes; and the factors affecting the EFL learners' L2 WTC, ATE, and EQI perceptions in their speaking classes. In the context of the basic research areas mentioned above, a multi-phase comparative study was conducted, and it was observed that the qualitative and quantitative findings obtained showed both similarities and differences in some points for Turkish and Syrian students as the participants of the study. The quantitative findings revealed that the Turkish students' overall WTC in English inside and outside the classroom was moderate to high level. On the other hand, the Syrian students' overall L2 WTC inside the classroom was found to be moderate, while it was a low to moderate level outside the classroom. Regarding the receiver or interlocutor type whom the Turkish students preferred initiating L2 communication with most, teachers and friends were respectively found to be more intimate than acquaintances and strangers both inside and outside the classroom. Similar findings were obtained for the Syrian students regarding the preferred collocutor type by

contending that they would also favor initiating communication with their teachers and friends in preference to their acquaintances or foreigners in in-class or out-of-class settings.

As for the preferred context type in L2 communication, the findings were almost similar for the two groups of the students. In other words, the Turkish students indicated that they opted to communicate in pairs (dyads) and small groups rather than in presentations or meetings inside the classroom, while their primary preference was for dyads and presentations outside the classroom. Slightly different from their Turkish counterparts, the Syrian students were found to be keener to initiate L2 communication in dyadic and small-group contexts than in presentations and meetings either inside or outside the classroom. The findings also revealed some differences as well as similarities in the attitudinal and emotional profiles of the Turkish and Syrian students. Attitudinally, the Turkish students were found to have comparatively higher overall mean scores than the Syrian students. That is, the Turkish students were found to adopt a high level of positive attitude, whereas the Syrian students were found to have a moderate level of positive attitude towards L2 learning and speaking. The similarity between the two groups in terms of their attitudes emerged especially in the sub-dimensions (i.e., behavioral aspect, cognitive aspect, and emotional aspect). It was found that although the Turkish students had relatively higher mean scores than the Syrian students in all of the aforementioned sub-dimensions, both of the student groups were alike regarding the order of precedence in these sub-dimensions. These are respectively the behavioral aspect, cognitive aspect, and emotional aspect from the least to most in overall scores. And emotionally, it was revealed that both the Turkish and Syrian students generally demonstrated a moderate level of emotional intelligence. However, it was also noted that the two student groups partially differed from each other in their mean scores and order of precedence associated with the EI sub-dimensions (i.e., intrapersonal, interpersonal, general mood, adaptability, and stress management intelligences). Put it differently, from the highest to lowest mean scores respectively, the ranking for the Turkish students in emotional intelligence types was as interpersonal, general mood, intrapersonal, adaptability, and stress management intelligences. With a slight variation, this ranking for the Syrian students was as interpersonal, intrapersonal, general mood, adaptability, and stress management intelligences.

Considering the comparison of the students' L2 WTC, attitudinal, and emotional intelligence levels according to the nationality and gender variables, a comparative analysis of the findings through the Wilcoxon Sum of Ranks test revealed a number of similarities as well as differences for the two student groups. The test results showed a statistically significant difference between the Turkish and Syrian students with respect to their L2 WTC levels in that the Turkish students were found to have relatively higher mean scores than the Syrian students according to the nationality variable. As for the comparison of the Turkish and Syrian students' L2 WTC levels according to the gender variable, the current study reported no clear-cut differences between the Turkish male and female EFL learners with regards to their genders. On the other hand, a statistically significant difference was found between the Syrian male and female learners regarding their in-class WTC, while no significant difference was revealed between their L2 WTC scores outside the classroom. In both settings, though, the Syrian male learners were found to be relatively more willing to communicate than the female learners.

The comparative analysis of the findings for both student groups' L2 attitudinal profiles according to the nationality variable indicated that the Turkish students differed significantly from the Syrian students with considerably higher mean scores. However, there was not statistically a significant difference between the two student groups' L2 attitudinal profiles with respect to their genders. Regarding the comparison of the Turkish and Syrian EFL learners' EI profiles by nationality variable, the comparative results obtained through Wilcoxon Sum of Ranks test indicated a statistically significant difference between the two student groups with divergent overall mean scores in all the EI sub-components. Despite the higher mean scores of the Turkish students in EI according to the nationality variable, the same result was not obtained for the gender variable. In other words, it was observed that there was not statistically a significant difference between the Turkish and Syrian EFL learners' EI profiles according to the gender variable.

In order to examine the relationship among the students' L2 WTC, attitudinal, and emotional intelligence levels, Spearman Rank Differences Correlation analysis was employed. Considering the results of the analysis for the Turkish students, it was found that there was a statistically significant and highly positive correlation between L2 WTC inside the classroom and the all the other identified variables in concern. Similarly, a high level positive and strong correlation was observed between L2 WTC outside the classroom and all the other variables. Quite similar results were found in the

case of the Syrian students. A detailed analysis of the relationship between L2 WTC and the other variables resulted in a statistically significant and positive correlation between L2 WTC and the other independent variables, except for a non-significant correlation between L2 attitudes and in-class WTC.

Based on the analysis results, an important note to be made at this point is that the correlation coefficients of all the variables analyzed for the Turkish students are considerably higher than those of the Syrian students. Following the correlation between in-class L2 WTC and out-of-class L2 WTC, the highest statistically significant correlation in the study appeared between L2 attitudes and EI perceptions. On the other hand, the lowest significant correlation appeared between out-of-class WTC and EI variables. Similar to the Turkish students', among the variables analyzed for the Syrian students, the largest statistically significant correlation appeared between L2 attitudes and EI after the correlation between in-class WTC and out-class WTC. However, the smallest and least significant correlation appeared between in-class WTC and L2 attitudes.

The findings of the regression analysis, which was conducted to examine how the identified variables would predict the L2 WTC and to further explore the predictive relationships between these variables through a number of developed models, revealed some significant results for both of the student groups. In this sense, some of the sub-variables that were found to have a non-significant correlation with L2 WTC or had almost no predictive effect on L2 WTC were excluded from the models. Among these removed sub-variables having an insignificant or no correlation with L2 WTC were gender, emotional aspect, stress management, and adaptability intelligence. Upon ensuring the required goodness of fit for the regression models, an in-depth analysis of the predictive relationships between the variables under investigation was conducted respectively. As such, the results of the multiple stepwise regression analysis revealed that the final models developed were effective in explaining the predictive relationships among the mentioned variables. When the predictive effects and determination coefficients (R^2) of the variables were examined, it was found that L2 attitude had the largest predictive effect on L2 WTC. As being the most significant predictor of L2 WTC, L2 attitude was found to explain more variance than the EI and nationality variables as the two other variables in the models. However, a striking point is that the attitude variable had a relatively larger predictive effect on out-of-class WTC than on in-class WTC. Moreover, when the predictive relationship between ATE, EI,

nationality, and WTC variables and their variance distribution values were examined, the L2 attitude variable (ATE) was found to be more effective on both in-class WTC and out-of-class WTC than EI and nationality as the independent variables in the models. And this indubitably suggests that increase in the positive attitudes and emotional states of both student groups, regardless of their nationality, towards L2 learning and speaking will also result in increase in their L2 WTC inside or outside the classroom.

A multiple stepwise regression analysis was also conducted to gain an in-depth understanding of the predictive relationship between L2 WTC and the sub-variables of L2 attitude and emotional intelligence. Regarding the relationship between L2 attitude sub-variables (attitude cognitive, attitude behavioral), in-class WTC, and out-class WTC, the analysis results disclosed a significant predictive effect of attitude cognitive (ATC) sub-variable on WTC inside and outside the classroom. Of the two sub-variables analyzed, the ATC sub-variable alone could explain a considerable extent of the total variance in in-class and out-class WTC. Similar to the ATC sub-variable, the attitude behavioral (ATB) sub-variable was also found to have a predictive effect on both in-class and out-class WTC. However, unlike the ATC sub-variable, the ATB sub-variable had a much lower effect on WTC inside and outside the classroom. Thus, it was concluded that the ATC sub-variable contributed to the explained variance in in-class and out-class WTC a lot more than the ATB sub-variable.

The results of the analysis of the emotional intelligence (EI) sub-variables showed that L2 WTC is affected significantly by some of the EI sub-variables such as intrapersonal intelligence (Intra-I), general mood intelligence (GM-I), and interpersonal intelligence (Inter-I) except for adaptability intelligence (AI) and stress management intelligence (SM-I) as two sub-variables excluded from the developed models. Of the identified predictors of L2 WTC, the GM-I sub-variable was found to have a significant correlation with in-class WTC as it had a considerable predictive effect on in-class WTC. Since it explained relatively much more variance in in-class WTC than the Intra-I and Inter-I sub-variables in the model, the GM-I sub-variable was considered as the most effective antecedent contributing significantly to the model developed. As for the predictive relationship between the EI sub-variables and out-class WTC, the analysis results indicated that only two of the sub-variables were effective in predicting out-class WTC, that is the Intra-I and GM-I sub-variables. In this sense, the Intra-I sub-variable was found to contribute to the explained variance in out-class WTC a lot more than the

GM-I sub-variable. In other words, the effect of GM-I sub-variable on L2 WTC outside the classroom was comparatively much lower than the Intra-I sub-variable. Based on the analysis results, it was concluded that as the Intra-I and GM-I variables increase in effect, L2 WTC outside the classroom increases as well.

The qualitative analysis results showed that the findings in the qualitative part of the study can be listed under a number of major headings as presented in Table 42.

Table 42

Summary List Displaying the Major Headings of the Qualitative Findings

Major Headings of the Qualitative Findings

EFL learners' early L2 learning and communication experiences
 Factors affecting the EFL learners' L2 learning preferences
 EFL learners' views about their early L2 communication experience
 Family support and parental attitudes in L2 learning process
 EFL learners' self-reported beliefs about their L2 WTC
 EFL learners' profiles of Internet use for L2 communication
 EFL learners' perceptions of their writing skills and willingness to write in English
 EFL learners' perceptions of their reading skills and willingness to read in English
 EFL learners' perceptions of their listening skills and willingness to listen in English
 EFL learners' attitudes towards English, L2 speaking countries, their cultures, and speaking classes
 EFL learners' perceptions of their EI profiles in L2 communication
 EFL learners' problems in L2 communication and solution proposals
 Factors influencing EFL learners' L2 WTC, EI levels, and attitudes towards communicating in L2

The qualitative findings on the L2 learning and communication experiences of both student groups, aged between 18 and 28, revealed that the initial English learning processes of the students were somehow similar. Despite a slight difference between the two interview groups, a significant majority of the students were found to have their first experience in learning English as a foreign language in primary school. Considering the factors influencing the students' willingness and decision to learn English in their education years, while half of the Turkish students emphasized the encouraging role of their teachers, the rest of them mentioned about the facilitative guidance and contribution from their families and friends in this process. Similar to the Turkish students, the Syrian students also stated that they were positively influenced by their parents, teachers, and friends during the L2 learning process. The analysis results revealed that almost all of the students expressed some different views on their first L2

communication experiences in the early years of language education. However, the common issue that both student groups complained about was that they were often not provided with the opportunity to speak English in language classes, that the L2 topics were taught in traditional and stereotypical ways, and that they lacked interactive resources to improve their L2 communication skills in those years.

As for the family support and parental attitudes during their FL learning process, almost all of the Turkish and Syrian interviewees, except for two, stated that their families have had a positive attitude towards learning and communicating in English as a foreign language. Similarly, they have encouraged speaking English fluently at a competent level since it has been an important academic goal for them, and also they have always been proud of any success achieved in L2 learning process. On the other hand, the two students complaining about not getting enough support from their families in L2 learning process underlined the fact that their family members have generally preferred remaining aloof or indifferent to the idea of long-term foreign language learning.

The content analysis of the interviews regarding the research questions 6 and 7 also revealed significant findings on the students' self-reported L2 willingness to communicate, L2 attitudes, emotional states in L2 communication, and the factors affecting their WTC, attitudes, and EI levels in their speaking classes. The analysis results showed that the two student groups had some similarities as well as differences in terms of their L2 WTC perceptions and communication preferences. A significant finding of this part of the analysis was that both student groups were similar in that all of them had a strong desire to initiate communication in English in their speaking classes. However, when it comes to the desire to communicate or participate in L2 communication actively, the Turkish students were found to be relatively more willing to communicate in English than the Syrian students, which is a finding consistent with the findings of the quantitative part of the study. The finding for the receiver or interlocutor type preferred most in L2 communication was striking, too. In this sense, teachers were preferred to initiate communication in English with by relatively more Syrian students than the Turkish students, which was a significant finding in contrast to the findings in the quantitative part of the present study. Among the context types preferred in L2 communication, dyads or dyadic conversations were found more preferable than small group discussions or presentations by a majority of the Turkish

students. Unlike the Turkish students, the Syrian students were found to be slanted towards communicating in small group discussions instead of presentations or dyads.

Among the primary intrinsic or extrinsic motivators triggering the Turkish students' willingness to communicate in their language classes were respectively uncritical approach by teachers, familiarity with speaking topic, and gradual progress in L2 fluency. Similarly, such principal incentives as facilitative attitude by L2 teachers, strong desire for academic success, and tolerance for in-class pluralism in a non-threatening classroom environment were considered by the Syrian students as important motivators before initiating L2 communication. As important as receiver and context types in L2 communication, most preferred speaking topic was also mentioned as having a significant initiating effect on both student groups' L2 WTC. Concerning this, a majority of the Turkish students mentioned preferring speaking about different countries and cultures and social media and human relations as topics related with social geography and social anthropology. Likewise, a majority of the Syrian students mentioned speaking about cultural diversity, cultural integration, and learning new foreign languages as topics related with social integration and self-improvement. Regarding the students' Internet usage profiles for L2 communication, it was found that twice as many Syrian students as Turkish students were relatively more inclined to have face-to-face communication on different Internet platforms with varying frequencies.

The analysis results regarding both student groups' perceptions of four basic skills and their willingness to use them for communication purposes in English classes and outside the classroom revealed a number of significant findings. Based on the analysis results revealing a moderate level of writing skills for both student groups, it was found that the Syrian students were relatively more willing than the Turkish students in terms of willingness to develop their L2 writing skills and communicate with others through some effective writing tools and activities. Among some important reasons expressed by the Turkish students for their frequent reluctance to write inside or outside the classes were difficulty of writing tasks, cumbersome writing process, and poor ideation, while these were poor linguistic knowledge, problem with dysgraphia, which is a common trouble with handwriting, typing, and spelling, and lack of concentration for the Syrian students.

The analysis results also indicated that a significant majority of the Turkish students considered themselves as poorly competent in reading classes and had poor comprehension skills. Therefore, as understood from their responses, most of them

mentioned having often been indifferent to reading classes and activities due to some burdensome coursework during their lessons, which in fact results in unwillingness to participate in reading-related work. As for the Syrian students, the reading-related analysis revealed some different results from the Turkish students'. In other words, different from the Turkish students, almost half of the Syrian students considered themselves as moderately competent in reading classes and relatively more willing to improve their reading skills. Despite fear of making mistakes, weak L2 literacy skills, and non-stimulating topics mentioned as some reasons for their unwillingness to read in their classes, they were still found to be more motivated to improve their reading skills when compared to their Turkish counterparts. The results related with students' listening skills and willingness to listen in English also showed that a considerable majority of the Turkish and Syrian students considered themselves as moderately proficient in listening classes. Similarly, most of them indicated that they were willing to improve their L2 listening skills by trying to listen to and watch English songs and foreign films as well as regional or global news as regularly as they could.

Considering the attitudinal and emotional intelligence profiles of the interview groups, the content analysis results showed that all of the Turkish and Syrian students had a positive attitude towards English as a foreign language, L2 speaking countries and their cultures as well as English speaking classes. This finding of the qualitative analysis was consistent with the findings of the quantitative part of the study. As a reflection of their positive attitudes, almost all of the participants mentioned having some kind of goodwill and unfeigned feelings towards the English speaking countries and their cultures as well as desire to communicate in speaking classes. The analysis results for the EI profiles of the students indicated that the Turkish students had relatively a more relieved and worry-free general mood than the Syrian students in L2 communication or speaking classes. However, a significant similarity between the two student groups was that both the Turkish and Syrian students felt anxiety or apprehension before initiating L2 communication with others inside or outside their classes. Similarly, some of the participants from each group mentioned feeling anxious or nervous especially during in-class presentations or discussions and due to fear of making mistakes or fear of failure in conversations. Besides, a significant majority of both student groups were found to feel motivated enough to initiate communication with their teachers, classmates, or foreigners as long as they are provided with sufficient opportunities and necessary conditions inside or outside the classroom.

The results of the analysis regarding the problems that the students frequently experienced in L2 communication showed that a vast majority of the students in the two groups faced some similar problems. Among the problems most frequently mentioned in speaking classes were fear of making mistakes, a stressful emotional state, peer pressure in the form of untimely error correction, L1 interference, or excessive use of mother tongue. On the other hand, among some of the responses that distinguished the two interview groups from each other in terms of their communication problems were difficulty in understanding some of the speaking topics and tongue slips during their conversations or group discussions. In regard to the students' solution proposals to their L2 communication problems, the Turkish students mentioned some effective solutions such as trying to stay calm, request from teacher for clarification, avoiding indecent haste, and use of L1 in case of communication failure or gaps. In a similar vein, the Syrian students also expressed some effective solution proposals such as trying to think calmly, asking for help from teachers in case of misunderstanding or communication gaps, activating self-motivation, and explaining an unclear point in a conversation or speech with simplified examples during L2 communication accordingly.

Considering the research question 7, the analysis results indicated that the L2 WTC, attitudes, and emotional states of both student groups were influenced by a range of facilitating and hindering factors. The factors that had a facilitative effect on the Turkish students' L2 WTC, attitudes, and emotional states in L2 communication can be examined in three inclusive categories as contextual factors, affective factors, and linguistic factors respectively. The contextual or classroom environmental factors identified as having a facilitative effect on the Turkish EFL learners' WTC, attitudes, and emotional states in L2 communication were teachers' attitudes, non-threatening classroom setting, and tolerative attitudes by their friends. Among the affective factors, motivation was particularly found to have a highly facilitative influence on their WTC, attitudes, and emotional states in speaking classes. L2 motivation was followed by sense of responsibility that was regarded as a factor facilitating the students' L2 WTC, attitudes, and emotions in their classes. Linguistic self-confidence was also reported by the Turkish participants as an important linguistic factor contributing to their readiness to communicate in English. On the other hand, the participants mentioned a number of factors hindering their L2 WTC, attitudes towards L2 communication, and EI levels as well. Of these complicating factors, lack of communicative competence,

communication anxiety, and peer pressure were reported by the participants as exerting a negative effect on their WTC, attitudes, and EI levels in L2 communication.

As for the Syrian participants, a number of contextual, affective, and linguistic factors as well as personal characteristics were found to be the key factors both facilitating and hindering their L2 WTC, attitudes, and emotional states in L2 communication. The contextual factors consisted of teachers' attitudes or uncritical approach in speaking classes, peaceful classroom environment, and uncritical attitudes by their classmates. Additionally, motivation and sense of responsibility were found to be as two affective factors influencing their WTC, attitudes, and emotional perceptions positively in L2 communication. Similar to the Turkish students', linguistic self-confidence was also regarded by the Syrian students as a significant factor affecting their WTC, attitudes, and emotional perceptions positively in speaking classes. With respect to the inhibitory factors mentioned most frequently, stress, shyness, and lack of self-confidence were particularly regarded as the most important factors affecting the Syrian learners' L2 WTC, attitudes towards L2 communication, and emotional states in speaking classes. In addition to these affective factors, the students mentioned the negative effect of poor L2 communicative competence as a linguistic factor on their WTC, attitudes, and emotional perceptions in speaking classes. As the contextual factors, peer pressure and difficulty of tasks assigned inside or outside the classroom were the two important factors reported by the learners to influence their L2 WTC, attitudes towards L2 communication, and emotional states in their speaking classes.

CHAPTER V

5. CONCLUSION, DISCUSSION, AND SUGGESTIONS

5.1. Summary of the Study

In the present study it was primarily aimed to investigate the Turkish and Syrian EFL learners' perceptions of their WTC in English inside and outside the classroom. It was also aimed to investigate the interrelationships between the EFL learners' L2 WTC, L2 attitudes, and emotional intelligence levels through both correlation and multiple regression analysis. Moreover, the Turkish and Syrian EFL learners' self-reported beliefs about the factors facilitating or hindering their WTC, attitudes, and emotions in L2 communication were examined in the current study. Through these investigations, it was hoped to contribute positively to the developments in the field of foreign language education in Turkey by providing English teachers, instructors, teacher trainers, students as well as curriculum and material developers with new and enlightening information.

In the study, a mixed-method sequential elucidative research design was employed. In this sense, both quantitative and qualitative data collection and analysis methods were used in two comprehensive and interdependent phases. Firstly, quantitative data collection and analysis was carried out, and then data collection and analysis of qualitative data was carried out respectively. The purposive sampling method, which is one of the non-probability sampling procedures, was used in the quantitative aspect of the study. As being one of the sub-methods of purposive sampling procedures, criterion sampling method was used in the selection and data collection of the participants of the present study (Cresswell & Plano Clark, 2011). As an important tenet of the criterion sampling, the participants of a study or survey are selected on the basis of a certain criteria predetermined by the researcher and by considering the fact that they all fit a particular profile (Patton, 2002). This allows the researcher to examine and understand the criteria in depth and with more emphasis on its implications. Based on the fact that this study is a comparative study of two EFL groups, one of the two main criteria in choosing its sampling was that the two participant groups being compared needed to be at the same L2 proficiency level, which is B1⁺ or B2. As the second criterion, the number of the two groups participating in this comparative study needed to be equal in order for the analysis and analysis results to be valid and reliable for both groups. The participants of the quantitative part of the study were 200 Turkish

and Syrian EFL learners who were enrolled at the Higher School of Foreign Languages at Gaziantep University in Gaziantep, Turkey with due care taken to ensure that the distribution between the two groups was balanced. As for the participants of the qualitative aspect of the study, criterion sampling method was employed, too. Accordingly, the main criterion in the selection of the participants was to identify the participants who were most willing, moderately willing, and least willing to communicate in English according to the results of the quantitative data analysis. To this end, a total of 12 people were selected for the interviews, four of them with highest, four of them with medium, and four of them with lowest L2 WTC mean scores.

The quantitative data of the study were obtained through the composite survey instrument, while the qualitative data were collected through the structured interviews. Willingness to Communicate Scale by McCroskey (1992), Emotional Quotient Inventory adapted by Samouei (2005) from Bar-On (1997), and Attitudes Towards Learning English adapted by Scale Boongrangsri et al. (2004) from Attitude and Motivation Test Battery (AMTB) designed by Gardner (1985) were combined in order to form the 106-item composite survey instrument of the present study. While in the WTC scale a score range of 0= *never willing to communicate* and 10= *always willing to communicate* was used, in the other two scales a five-point Likert scale (1= *strongly disagree*, 5= *strongly agree*) was used. While conducting both L2 attitudes and emotional intelligence scales, the English version of the scales was used, whereas the Turkish and English versions of the L2 WTC scale adapted by Şener (2014) were employed alternatively. On the other hand, the qualitative data were obtained through semi-structured interviews. A pilot study was conducted with 5 different volunteers at the same proficiency level before the main interviews were conducted with 12 participants. As briefly stated by Van Teijlingen and Hundley (2010), pilot studies are a kind of preliminary, small-scale rehearsals that are conducted by the researcher to test the methods planned to be used for a research study. The significance of pilot studies lies in the fact that the results of them can guide the methodology of a large-scale investigation (Kim, 2011). Through this pilot study, it was aimed to ensure the feasibility of the interviews and check the relevance, intelligibility, internal consistency, and validity of the items or questions in the interviews before the main study took place. After the pilot study was carried out, the results obtained were reviewed in detail for several times and some changes, additions, and deletions were made in accordance with the necessary adjustments. After consultation with three experts in different disciplines

for their opinions and suggestions regarding the necessary organizational arrangements, the final version of the interview forms consisting of five main categories was obtained. Following this, the participants having agreed in advance to participate in the main interviews voluntarily were asked to answer each question in the interview forms through a set of online face-to-face sessions on different days after school time.

Before the analysis of the quantitative data, preliminary analyzes were performed to ensure that the assumptions of normality and linearity were not violated. After the implementation of some necessary procedures, the quantitative data collected from the scales and questionnaires were analyzed descriptively by using IBM SPSS V26. In this sense, descriptive statistics were employed to obtain frequencies, percentages, means, and median values for the analyzed data. In order to examine the relationship among the students' L2 WTC, attitudinal, and emotional intelligence levels, Spearman Rank Differences Correlation analysis was employed. Further, multiple stepwise regression analysis was conducted to gain an in-depth understanding of the predictive relationships between L2 WTC, L2 attitudes, EI perceptions, and some related sub-variables. And lastly, the qualitative data collected from the structured interviews were analyzed in detail through qualitative content analysis to gain a deeper and better understanding of the quantitative data results.

Given below are the main findings for each research question of the study.

1. Through the first research question, it was aimed to examine the EFL learners' L2 WTC perceptions in English inside and outside the classroom. The analysis results revealed that the Turkish students' overall WTC in English inside and outside the classroom was moderate to high level. On the other hand, the Syrian students' overall L2 WTC inside the classroom was found to be moderate, while it was a low to moderate level outside the classroom.

2. The second research question aimed to examine the EFL learners' L2 attitudinal and emotional profiles in L2 learning and communication. The findings revealed some differences as well as similarities in the attitudinal and emotional profiles of the Turkish and Syrian students. Attitudinally, the Turkish students were found to have comparatively higher overall mean scores than the Syrian students. That is, the Turkish students were found to adopt a high level of positive attitude, whereas the Syrian students were found to have a moderate level of positive attitude towards L2 learning and speaking. And emotionally, it was revealed that both the Turkish and

Syrian students generally demonstrated a moderate level of emotional intelligence (EI). However, it was also noted that the two student groups partially differed from each other in their mean scores and order of precedence associated with the EI sub-dimensions (i.e., intrapersonal, interpersonal, general mood, adaptability, and stress management intelligences).

3. The third research question investigated the comparison of the two student groups' L2 WTC, attitudinal, and emotional intelligence levels according to the nationality and gender variables, through a comparative analysis of the findings. The Wilcoxon Sum of Ranks test revealed a number of similarities as well as differences for the two student groups. With respect to their L2 WTC levels, the Turkish students were found to have relatively higher mean scores than the Syrian students according to the nationality variable. Regarding the gender variable, the current study reported no clear-cut differences between the Turkish male and female EFL learners. On the other hand, a statistically significant difference was found between the Syrian male and female learners regarding their in-class WTC, while no significant difference was revealed between their L2 WTC scores outside the classroom. In both settings, though, the Syrian male learners were found to be relatively more willing to communicate than the female learners.

The comparative analysis of the findings for both student groups' L2 attitudinal profiles according to the nationality variable indicated that the Turkish students differed significantly from the Syrian students with considerably higher mean scores. However, there was not statistically a significant difference between the two student groups' L2 attitudinal profiles with respect to their genders. Regarding the comparison of the Turkish and Syrian EFL learners' EI profiles by nationality variable, the comparative results obtained through Wilcoxon Sum of Ranks test indicated a statistically significant difference between the two student groups with divergent overall mean scores in all the EI sub-components. As for the gender variable, it was observed that there was not statistically a significant difference between the Turkish and Syrian EFL learners' EI profiles according to the gender variable.

4. With the research question 4, it was aimed to examine the relationship among the students' L2 WTC, attitudinal, and emotional intelligence levels. Regarding the results of the correlation analysis for the Turkish students, it was found that there was a statistically significant and highly positive correlation between L2 WTC inside the classroom and the all the other identified variables in concern. Similarly, a high level

positive and strong correlation was observed between L2 WTC outside the classroom and all the other variables. Quite similar results were found in the case of the Syrian students. A detailed analysis of the relationship between L2 WTC and the other variables resulted in a statistically significant and positive correlation between L2 WTC and the other independent variables, except for a non-significant correlation between L2 attitudes and in-class WTC.

5. The research question 5 aimed at examining how the identified variables (L2 attitudes, emotional intelligence, and sub-variables) would predict the L2 WTC and to further explore the predictive relationships between these variables through a number of developed models. The stepwise regression analysis revealed some significant results for both of the student groups. In this sense, some of the sub-variables that were found to have a non-significant correlation with L2 WTC or had almost no predictive effect on L2 WTC were excluded from the models. Among these removed sub(variables) having an insignificant or no correlation with L2 WTC were gender, emotional aspect, stress management, and adaptability intelligence. Upon ensuring the required goodness of fit for the regression models, an in-depth analysis of the predictive relationships between the variables under investigation was conducted respectively. As such, the results of the multiple stepwise regression analysis revealed that the final models developed were effective in explaining the predictive relationships among the mentioned variables. When the predictive effects and determination coefficients (R^2) of the variables were examined, it was found that L2 attitude had the largest predictive effect on L2 WTC. As being the most significant predictor of L2 WTC, L2 attitude was found to explain more variance than the EI and nationality variables as the two other variables in the models. However, a striking point is that the attitude variable had a relatively larger predictive effect on out-of-class WTC than on in-class WTC. Moreover, when the predictive relationship between ATE, EI, nationality, and WTC variables and their variance distribution values were examined, the L2 attitude variable (ATE) was found to be more effective on both in-class WTC and out-of-class WTC than EI and nationality as the independent variables in the models. And this indubitably suggests that increase in the positive attitudes and emotional states of both student groups, regardless of their nationality, towards L2 learning and speaking will also result in increase in their L2 WTC inside or outside the classroom.

6. The content analysis of the interviews regarding the research questions 6 and 7 also revealed significant findings on the students' self-reported L2 willingness to

communicate, L2 attitudes, emotional states in L2 communication, and the factors affecting their WTC, attitudes, and EI levels in their speaking classes. The analysis results of the research question 6 showed that the two student groups had some similarities as well as differences in terms of their L2 WTC perceptions and communication preferences. A significant finding of this part of the analysis was that both student groups were similar in that all of them had a strong desire to initiate communication in English in their speaking classes. However, when it comes to the willingness to communicate or participate in L2 communication actively, the Turkish students were found to be relatively more willing to communicate in English than the Syrian students, which is a finding consistent with the findings of the quantitative part of the study. The finding for the receiver or interlocutor type preferred most in L2 communication was striking, too. In this sense, teachers were preferred to initiate communication in English with by relatively more Syrian students than the Turkish students, which was a significant finding in contrast to the findings in the quantitative part of the present study. Among the context types preferred in L2 communication, dyads or dyadic conversations were found to be more preferable than small group discussions or presentations by a majority of the Turkish students. Unlike the Turkish students, the Syrian students were found to be slanted towards communicating in small group discussions instead of presentations or dyads.

Considering the attitudinal and emotional intelligence profiles of the interview groups, the content analysis results showed that all of the Turkish and Syrian students had a positive attitude towards English as a foreign language, L2 speaking countries and their cultures as well as English speaking classes. This finding of the qualitative analysis was consistent with the findings of the quantitative part of the study. As a reflection of their positive attitudes, almost all of the participants mentioned having some kind of goodwill and unfeigned feelings towards the English speaking countries and their cultures as well as desire to communicate in speaking classes. The analysis results for the EI profiles of the students indicated that the Turkish students had relatively a more relieved and worry-free general mood than the Syrian students in L2 communication or speaking classes. However, a significant similarity between the two student groups was that both the Turkish and Syrian students felt anxiety or apprehension before initiating L2 communication with others inside or outside their classes. Similarly, some of the participants from each group mentioned feeling anxious or nervous especially during in-class presentations or discussions and due to fear of

making mistakes or fear of failure in conversations. Besides, a significant majority of both student groups were found to feel motivated enough to initiate communication with their teachers, classmates, or foreigners as long as they are provided with sufficient opportunities and necessary conditions inside or outside the classroom.

7. The research question 7 aimed at investigating the factors that facilitate or hinder the EFL learners' L2 WTC, L2 attitudes, and emotional intelligence levels in L2 communication or speaking classes. The analysis results indicated that the L2 WTC, attitudes, and emotional states of both student groups were influenced by a range of facilitating and hindering factors. The factors that had a facilitative effect on the Turkish students' L2 WTC, attitudes, and emotional states in L2 communication can be examined in three inclusive categories as contextual factors, affective factors, and linguistic factors respectively. The contextual or classroom environmental factors identified as having a facilitative effect on the Turkish EFL learners' WTC, attitudes, and emotional states in L2 communication were teachers' attitudes, non-threatening classroom setting, and tolerative attitudes by their friends. Among the affective factors, motivation was particularly found to have a highly facilitative influence on their WTC, attitudes, and emotional states in speaking classes. L2 motivation was followed by sense of responsibility that was considered as facilitating the students' L2 WTC, attitudes, and emotions in their classes. Linguistic self-confidence was also reported by the Turkish participants as an important linguistic factor contributing to their readiness to communicate in English. On the other hand, the participants mentioned a number of factors hindering their L2 WTC, attitudes towards L2 communication, and EI levels as well. Of these complicating factors, lack of communicative competence, communication anxiety, and peer pressure were reported by the participants as exerting a negative effect on their WTC, attitudes, and EI levels in L2 communication.

As for the Syrian participants, a number of contextual, affective, and linguistic factors as well as personal characteristics were found to be the key factors both facilitating and hindering their L2 WTC, attitudes, and emotional states in L2 communication. The contextual factors consisted of teachers' attitudes or uncritical approach in speaking classes, peaceful classroom environment, and uncritical attitudes by their classmates. Additionally, motivation and sense of responsibility were found to be as two affective factors influencing their WTC, attitudes, and emotional perceptions positively in L2 communication. Similar to the Turkish students', linguistic self-confidence was also regarded by the Syrian students as a significant factor affecting

their WTC, attitudes, and emotional perceptions positively in speaking classes. With respect to the inhibitory factors mentioned most frequently, stress, shyness, and lack of self-confidence were particularly regarded as the most important factors affecting the Syrian learners' L2 WTC, attitudes towards L2 communication, and emotional states in speaking classes. In addition to these affective factors, the students mentioned the negative effect of poor L2 communicative competence as a linguistic factor on their WTC, attitudes, and emotional perceptions in speaking classes. As the contextual factors, peer pressure and difficulty of tasks assigned inside or outside the classroom were the two important factors reported by the learners to influence their L2 WTC, attitudes towards L2 communication, and emotional states in their speaking classes.

5.2. Discussion of the Findings

The discussion of the quantitative and qualitative findings with respect to the research questions of the study is presented in the following section.

5.2.1. EFL Learners' Perceptions of Their Willingness to Communicate (WTC) in English inside and outside the Classroom

In the current study, it was primarily aimed to investigate the Turkish and Syrian EFL learners' willingness to communicate and a number of variables identified as the factors underlying L2 WTC in a comparative way in two diverse settings: inside and outside the classroom. The analysis results revealed that the Turkish students' overall WTC in English inside and outside the classroom was moderate to high level, whereas the Syrian students' overall L2 WTC inside the classroom was found to be moderate with a low to moderate level outside the classroom. This finding of the study is similar to the findings of some previous studies conducted in different contexts. In the comparative study conducted by Asmalı, Bilki, and Duban (2015) in the Turkish and Romanian contexts, the two EFL groups' L2 WTC and some of its key antecedents were investigated. Although both of the student groups were found to have a moderate level of L2 WTC, the Romanian students were reported to be relatively more willing to communicate than the Turkish students inside and outside the classroom. The fact that the EFL learners had a moderate level of WTC inside and outside the classroom is a significant finding that is in line with the previous research studies (Bursalı & Öz, 2017; Çetinkaya, 2005; Ghonsooly, Hosseini Fatemi, & Khajavy, 2013; Nagy, 2007; Öz,

2014, 2016; Öz et al., 2015; Şener, 2014) in the literature. However, these findings differ from the findings in Wang and Liu (2017), Pavičić Taka and Požega (2011), and Al Amrani (2019) in that the participants in these studies were found to have a fairly low level of WTC in English (as cited in Kanat Mutluoğlu, 2020). On the other hand, the EFL learners' L2 WTC was found to be at a high level in such studies as Zeng (2010), Bukhari, Cheng, and Khan (2015), and Bukhari and Cheng (2017). As suggested by Cameron (2013), changes or variations in the learners' L2 WTC levels are due to the significant impact of the learning contexts on students. It is significant to note that the EFL learners' L2 WTC level was mostly found to be moderate in the previous research studies conducted in the Turkish EFL context (Bektaş Çetinkaya, 2005; Bursalı & Öz, 2017; Hişmanoğlu & Özüdoğru, 2017; Kanat Mutluoğlu, 2020; Öz, 2014, 2016; Öz et al., 2015; Şener, 2014). Besides, the high willingness of ESL students to communicate in English, as reported in Buhari and Cheng's research (2017), can be attributed to the adequate opportunities for them to use English in real-life communication. However, it is an undeniable fact that students do not have the opportunity to use the target language a lot in communication outside the classroom (Oxford & Shearin, 1994). As argued by the researchers, lack of opportunities for L2 communication inside or outside the classroom may result in relatively less WTC in students.

It was also revealed in this study that there was a statistically significant difference between the in-class and out-of-class L2 WTC perceptions of the Turkish and Syrian students. In other words, both the Turkish and Syrian students were found to have relatively higher levels of L2 WTC inside the classroom than outside the classroom, which is a finding similar to the findings in Tannenbaum and Tahar (2008). A possible explanation for this result is that students might not communicate in English with others sufficiently so that they may consider themselves willing or unwilling to communicate outside the classroom (Kanat Mutluoğlu, 2020). And also, their L2 communication opportunities might be too limited to maintain effective communication in out-of-class settings. The qualitative results obtained from the interviews also indicated that a significant majority of both Turkish and Syrian students do not have enough opportunities to communicate in English and improve their L2 oral communication skills outside the classroom. On the other hand, there are some other studies conducted in Turkish university settings indicating EFL learners' lower level of L2 WTC inside the classroom than outside the classroom (Başöz, 2018; Başöz & Erten,

2018; Ekin, 2018; Orhon, 2017; Şener, 2014). As argued by Peng (2015), EFL learners tend to have more willingness to communicate in English outside the classroom as they know that they are free of the feeling of being assessed by others (e.g., teachers, administrators, or classmates). Indeed, this feeling does not seem to be effective on the Turkish and Syrian students as the participants of this study.

Significant results were also obtained with respect to the participants' preferences for interlocutor and context types in L2 communication. Regarding the interlocutor type, both the Turkish and Syrian students were found to prefer communicating in English with their teachers and friends more than their acquaintances and foreigners inside and outside the classroom. A possible explanation for this is that the students in the two groups might feel sufficiently familiar with their classroom environment, teachers, and classmates, and thus their two-way communication with them is likely to be more frequent and stronger than their acquaintances and foreigners. The findings obtained from the interviews also support this finding in that a considerable majority of both interview groups expressed relatively more willingness to communicate with their teachers and friends rather than acquaintances and foreigners. In the study conducted by Cao and Philp (2006), the researchers investigated the dual characteristics of willingness to communicate (WTC) in L2, that is trait-like WTC and situational WTC in a L2 classroom. They put special emphasis on the effect of some contextual factors on the L2 learners' decision to initiate communication and actual L2 WTC behavior in the classroom. Some of these factors considered as effective by learners in influencing their WTC behavior in speaking classes were the group size, familiarity with interlocutor(s), interlocutor(s)' participation, and familiarity with topics under discussion.

In their study, Barjesteh, Vaseghi, and Neissi (2012) investigated the EFL learners' perceptions of L2 WTC across four types of context and three types of receiver or interlocutor. Having high levels of WTC in L2, the EFL learners were found to be willing to communicate in two context-types (group discussions and meetings) and one receiver-type (friend), which is a finding partly similar to the abovementioned finding of the present study. According to the researchers, the main reason why a majority of the Iranian EFL learners are not willing to initiate communication in other situations is that they are generally accustomed to initiating communication only in language classrooms rather than the other settings unfamiliar to them. In other words, as further argued by them, since the Iranian EFL learners do not often have an opportunity

to communicate with native speakers or travel to English speaking countries, they tend to communicate with others familiar to them and in situations experienced before.

The results for the preferred context type were almost similar for both student groups. The Turkish students indicated that they preferred communicating in dyads and small groups instead of presentations or meetings in in-class setting, while they preferred dyads and presentations in out-of-class setting. Slightly different from the Turkish students, the Syrian students were found to be more willing to initiate L2 communication in dyadic and small-group contexts than in presentations and meetings either inside or outside the classroom. Based on these results, it can be suggested that the majority of both Turkish and Syrian students prefer dyads and small group discussions in which they can express themselves easily and free from communication anxiety, rather than relatively more formal communication contexts such as large-scale meetings or presentations that may trigger speaking anxiety or unrest in them in front of others (MacIntyre et al., 1998; Weaver, 2005).

In another study similar to Barjesteh et al.'s (2012) in the Pakistani context, Bukhari, Cheng, and Khan (2017) investigated the Pakistani undergraduate EFL learners' L2 WTC perceptions across four types of contexts and three types of receivers. Having relatively a high level of WTC in English, similar to the WTC-related findings of the present study, the Pakistani students were found to prefer initiating talk with friends and acquaintances instead of strangers. It was also revealed that they were most willing to communicate in English to a small group of friends either in dyadic or small-group conversations rather than communicating in front of a large group of strangers in the format of a public speaking or formal presentations. In the Arabic EFL context, Ahmed (2014) conducted a study in an attempt to examine the main communication difficulties faced by tertiary level EFL learners as well as their communication preferences and behaviors in four types of communicative contexts with three types of interlocutors. Similar to the findings of the previously-mentioned studies, the context-related results of this study revealed that the Arabic EFL learners were more willing to communicate in the interpersonal conversation and group discussion contexts. However, they were found to be less willing to communicate in the public speaking and meeting contexts. The students also displayed greater WTC with friends or classmates than with strangers or acquaintances. Considering these findings, it was concluded by the researcher that personality traits and contextual factors greatly affect L2 WTC in terms of their preference of interlocutor(s) in various communicative situations (p. 22).

Additionally, as cited in Başöz (2018), the potential changes or fluctuations in the learners' communication behaviors in diverse communicative contexts and their changing preferences for interlocutor types obviously show the dynamic and multifaceted nature of L2 WTC (MacIntyre et al., 1998; Peng, 2015). And due to this multidimensional feature of L2 WTC, research into L2 WTC needs to be done as meticulously as possible by taking into account these variations emerging in diverse settings with more sophisticated research perspectives (Henry, Thorsen & MacIntyre, 2021; Mystkowska-Wiertelak & Pawlak, 2016, 2017; Peng, 2020; Sulis, Davidson & Michel, 2020).

5.2.1.1. EFL Learners' Internet Usage Profiles in L2 Learning and Communication

Based on the qualitative findings, it was revealed that the Turkish and Syrian students' habits and frequency in the use of Internet for L2 learning and communication were relatively different from each other. A comparison of both student groups' results showed that the personal broadband access facility of both Turkish and Syrian students was almost similar. Another similarity between them was that both of the student groups had a positive attitude towards the active and effective use of Internet and social networking, online-based resources, and interactive virtual applications in L2 learning and communication. However, they differed from each other in terms of who they communicated in English with more and how often they used the Internet or web-based resources in L2 learning or communication. In this sense, the Syrian students were found to be relatively more willing and attemptive than the Turkish students considering the frequency of their face-to-face communication and the variety of interlocutors they communicated with in online settings. The findings of previous research studies conducted in different contexts also show that EFL students have a positive attitude towards the use of Internet believing that Internet and virtual media devices play a significant role in enhancing L2 learning and communication.

In Turkish EFL context, Aydin (2007) aimed to investigate the EFL learners' attitudes towards the use of Internet, and he found that a significant majority of the EFL learners participating in the Internet Information and Attitudes Test had positive attitudes towards the Internet. The importance of the findings in the study stems from the fact that it sheds light on the students' views on different uses of the Internet. In line with some views of the participants in the present study, the participants in Aydin's

study also viewed the Internet as a universal library to teach and learn various foreign languages, an effective means of exchanging cultural information among different societies, and a vital information sharing or transferring tool. However, unlike the findings in this study, it was revealed that the participants in his study did not mention using the Internet for L2 communication purposes. One of the possible reasons behind this result is that when the researcher conducted his own study, the development in Internet and web-based communication resources, as the fundamental sources of information and communication technology (ICT) today, was far behind compared to the present time.

In almost all educational contexts, technological advances and changes in pedagogical theory mean that current practices and attitudes towards advancement in foreign language education must be dynamic and adaptive as well (Aydin, 2011; Greenhow, Walker & Kim, 2009; Huang, 2011; Umam, Aini & Rahayu, 2019; Wach, 2012). In a small-scale study of Internet-mediated intercultural foreign language education, a number of college EFL teachers' and learners' perceptions of intercultural classroom instruction (ICI) were investigated by Wang and Coleman (2009) in the Chinese EFL context. With a special focus on Internet mediation and Internet-mediated approaches as means of raising awareness towards intercultural communicative competence (ICC), the researchers conducted a survey and follow-up semi-structured interviews with the participants. The results showed that the textbooks and study aids were still preferred more than the web-based resources and kept remaining as the predominant resources in their language classes. Moreover, it was found that Internet tools were mostly used by the learners as a source of information rather than as a means of L2 communication, which is a finding partially consistent with the finding of this study.

In a more recent study conducted by Umam et al. (2019) in the Indonesian EFL context, partially similar findings were found in line with the findings in Wang and Coleman (2009), Greenhow et al. (2009), and the current study. The researchers examined the university-level EFL learners' perceptions on the use of Internet in their L2 learning process in order to better understand whether the use of Internet by the participants was for academic or non-academic purposes, namely L2 learning and communication. Quite surprisingly, as uttered by the researchers (p. 56), it was found that a significant majority of the EFL learners paid less attention to the written academic resources and preferred using the Internet for their non-academic purposes rather than

academic purposes, and even with more time allocated to non-academic ones. These and some other prominent comparative studies such as Greenhow et al. (2009) conducted in American EFL context, Huang (2013) in Taiwanese EFL context, Aydın (2017) and Demir and Kayaoğlu (2021) in Turkish EFL contexts, Jamalifar and Chalak (2014) in Iranian context, and Juraboyev (2021) in Russian context all have a common argument agreed upon regarding the use of Internet in L2 learning and communication. In other words, the researchers all argue that although we are in the age of advanced information and communication technology (ICT), the Internet, web-based interactive resources, that is, ever-evolving digital technology products such as Web 2.0, Web 3.0 and even Web 4.0 tools are still not used effectively in the education of individuals and particularly in L2 education and communication in diverse settings. In support of this critical argument, Cong-Lem (2018) and Pikhart and Klímová (2020) strongly propound that, despite an incredible and unprecedented rise in educational technology, digital technology integration and transformation has not been achieved in formal and foreign language education curricula in many countries yet. And unfortunately, except for some sporadic initiatives on national and individual basis, it seems almost unlikely that this gap will be filled for a long time. There is no doubt that one of the effective solutions to these and such seemingly unextricable problems is the realization of new approaches and realistic breakthroughs by teachers, school administrations, and local authorities towards ever-changing conditions and rapidly developing innovations in ICT and digital technologies.

5.2.2. EFL Learners' Perceptions of Their Attitudes towards (AT) Learning English, Communication in L2, and Emotional Intelligence (EI) Levels in the Turkish EFL Context

In the current study, significant findings were revealed that shed light on the attitudinal and emotional profiles of Turkish and Syrian students in L2 learning and communication. Despite the Turkish students' comparatively higher overall mean scores than the Syrian students, it was a significant finding that both student groups had moderate to high level positive attitudes towards L2 learning, English-speaking countries, their cultures, and L2 communication. In other words, in this study, the L2 attitude profiles of students can be divided into two as their perceptions of communicative and non-communicative aspects of English as a foreign language. In line with the quantitative and qualitative findings, it is clearly seen that although the

Turkish and Syrian students differed from each other at some points, they had more common characteristics in their L2 attitude profiles. For one thing, it was observed that the two groups of students were interested in both communicative and non-communicative activities in the EFL classrooms and did not make a clear distinction between the two. Despite the constant changes and developments in education, information and communication technologies, it is obvious that the students do not completely reject the traditional education approaches and learning methods that they have been accustomed to in language classes throughout their L2 learning processes. This is a result similar to the ones in the previous studies conducted by Rao (2002) and Inceçay & Inceçay (2009) who noted that the EFL learners held a positive attitude towards communicative as well as non-communicative activities in their L2 classes. Similar findings were also revealed in Rao (2002) in Chinese EFL context, Algonhaim (2014) in Saudi Arabian EFL context, Ochoa et al. (2016) in Ecuadorian EFL context, and Khatib and Tootkaboni (2018) in Iranian EFL context with an emphasis on the necessity of combining the communicative approach with traditional ways of teaching in order to enhance EFL learners' motivation, willingness to communicate, and self-confidence in EFL classrooms. Given that communicative language teaching (CLT) does not restrain teachers from teaching and explaining grammatical structures as well as using dictionary in EFL classes, it is indeed clear that these perceptions and expectations of the students are grounded on a valid basis.

Regarding the students' attitudes towards the EFL classroom environment and their teachers in language classes, some significant quantitative and qualitative findings were revealed. A significant majority of the Turkish and Syrian students were found to favor learning English language in a non-threatening classroom environment that encourages the willingness to learn, motivation, harmony, and solidarity among EFL learners. This finding corresponds with Kikuchi (2005), Chung and Huang (2009), and Finch (2008) who suggest that students can learn a target language more efficiently provided that the classroom atmosphere is as much friendly and stress-free as possible. From a broader perspective, as argued by Hargreaves, Elhawary, and Mahgoub (2020), we ideally need a democratic and inclusive classroom environment and approach that allows all students to participate actively and equally in their classes by freely expressing their views and thus communicating without any hesitation or diffidence. From Nancy Fraser's (2008) three-pillar conceptualization of parity-of-participation, this means that every individual in class, regardless of their ethnicity, gender,

attainment, sexuality or background, has the right to have equitable access to various material resources including their teachers, lessons and school subjects, equal status, and decision making in the schooling context (as cited in Bozalek, Hölscher & Zembylas, 2020; Hargreaves, Buchanan & Quick, 2021).

As for the students' perceptions of teachers' attitudes and role in L2 learning process, a majority of both Turkish and Syrian students' attitudes were found to be highly positive. Most of the students were of the opinion that their EFL teachers usually shared enough gratuitous support with them in case of any needs or problems related to their L2 learning and welcomed their individual opinions with immediacy. Also supported with the qualitative findings, the students held a positive attitude towards both a teacher-centered approach (TCA) and student-centered approach (SCA). The fact that the students are in favor of TCA and SCA in their classes is an important finding that is in congruence with Algonhaim (2014), Al-Buzoor (2017), and Ja (2017) who suggest that a combination of both teacher-centered and student-centered approach are needed for a more cohesive and effective L2 learning process.

In his study investigating the English teachers' role in enhancing the learners' autonomy and motivation in EFL classes, Ja (2017) elaborated mainly six roles played by the English teachers in their classes, which are facilitator, manager, assessor, resources, participant, and counselor. According to the researcher, each of these roles associated with the EFL teachers has its contribution, whether more or less, to promote the learners' autonomy, self-confidence, and communicative competence on many occasions in L2 learning process. In their seminal study conducted in an Italian secondary school context, MacIntyre and Vincze (2017) also highlight the significance of a peaceful or non-threatening classroom atmosphere and EFL teachers' unique role in promoting positive attitude and good emotions in their learners. According to the researchers, both a non-threatening classroom environment and teachers' in-class and out-of-class attitudes or behaviors have a high potential of generating a number of good emotions such as hope, interest, inspiration, awe, amusement, pride, and serenity as well as such negative emotions as feeling scared, being stressed, embarrassment, hate, and lack of self-confidence in learners (pp. 77-78). Based on these important findings, it can be suggested that the Turkish and Syrian students in the current study consider their classroom environments as instructional settings generating confidence, hope, and enthusiasm in them. Moreover, it can be concluded that they generate positive attitudes

towards English classes and willingness to participate in L2 communication due to their teachers' constructive attitudes and behaviors inside or outside the classroom.

Regarding the students' emotional states in L2 communication, it was revealed that both the Turkish and Syrian students generally demonstrated a moderate level of emotional intelligence profile. A detailed analysis of the comparative results showed that the students' emotional states in L2 communication can be considered in two groups: positive emotions and negative emotions. Among the positive emotions mentioned by the Turkish students were unnecessary of speaking anxiety, high confidence, and ease at self-expression. In contrast, among the negative emotions reflecting a considerable number of the students' general mood in speaking classes were speaking anxiety, feeling nervous in presentations and discussions, and feeling ridiculous in front of others in case of communication-related mistakes.

On the other hand, the Syrian students were found to have such negative emotions as communication apprehension, fear of making mistakes, fear of failure in communication, feeling lack of oral skills, difficulty in self-expression, and feeling difficulty in L2 accent. Quite interestingly, based on the qualitative findings obtained, the fact that the Syrian students generally had negative feelings in English speaking classes was a significant finding, which is also consistent with the quantitative findings of the present study. This finding is similar to Lopez's (2017) study conducted in the Mexican EFL context in order to explore the emotions experienced by the tertiary level students during their English classes. The findings obtained from the students keeping a journal of positive and negative emotions and their sources for a period of twelve weeks revealed similar results to the findings of the present study. Among the most commonly reported positive and negative emotions by the Mexican students were fear, sadness, anxiety, happiness, and excitement. Although these feelings were driven by a number of sources, the most frequently-mentioned ones were the learners' lack of communicative competence in speaking classes, teachers' attitudes, classroom atmosphere, relations with peers, and type of learning activities and tasks.

Partially different from the current study, the study conducted by Pishghadam, Zabetipour, and Aminzadeh (2016) aimed at investigating how the four basic L2 skills engendered various emotions in the EFL learners. The qualitative findings indicated that the Iranian learners experienced shame over listening and speaking, anger mostly over listening, pride and enjoyment over speaking, hopelessness over listening and writing, and anxiety over all of the language skills. Richards (2020) argues that teaching and

learning a second or foreign language are two critical processes conducive to emotionally-charged activities (p. 1). Given that teaching and learning processes incorporate not only rational activities but also social ones, it is better understood how a pivotal role emotions play during these two processes. It is due to this distinctive nature of emotions that both the teachers' instructional practices and learners' responses to their learning experiences are all influenced by their emotions in some way in dynamic and adaptive social classroom settings (Dewaele, 2019; Dörnyei, 2005; MacIntyre & Vincze, 2017). Previous studies also support how emotions can trigger diverse motions and contribute to learner groups' L2 achievement when they are incorporated into instructional or experiential learning practices in dynamic L2 social contexts.

In this sense, in an experimental study conducted with two groups of non-English major freshmen students at a Chinese university, Shao, Yu, and Ji (2012) examined whether a series of short literature-based activities including emotionally-enriched thematic readings would raise the EFL students' emotional intelligence scores on an EI questionnaire and writing notes. The results indicated that the experimental group provided with high emotional content in their short literature readings scored significantly higher in the post-tests than the control group not assigned any kinds of texts rich in emotional content. Hence, it was concluded by the researchers that there was a relatively strong correlation between emotional intelligence and L2 writing achievement. A quite similar study was conducted in Iranian EFL context by Albdolrezapour and Tavakoli (2010). In their experimental study investigating the relationship between EFL learners' EI scores and achievement in reading comprehension, it was found that the experimental group supported with reading texts rich in emotional content scored higher than the control group assigned only ordinary reading texts including no emotional content or words. This finding too was a significant indication of the strong relationship between EI and achievement in reading comprehension.

The present study revealed some significant results with respect to the learners' overall mean scores associated with emotional intelligence types and gender. The comparative results showed a statistically significant difference between the Turkish and Syrian students with differing mean scores in all the EI subcomponents. In this sense, the Turkish students had relatively higher mean scores for intrapersonal, interpersonal, adaptability, stress management, and general mood intelligences than the Syrian students, respectively. However, the only sub-variable that did not differ

significantly for both of the student groups was stress management intelligence. Moreover, a striking result of the study was the one related to the students' EI levels according to their genders. It was revealed that there was not a statistically significant difference between the Turkish and Syrian EFL learners' EI profiles according to the gender variable. It can be suggested that the male and female students in both groups tend to display almost similar behavioral patterns by dealing with any stress-related issues or cope up with stress in case of severe tension, particularly during L2 classes or communication (Gayathri & Vimala, 2015; Sharma & Kumar, 2016). Previous research studies have also provided evidence for potential differences or similarities in EFL learners' EI levels and gender-related issues in different contexts. Alavinia and Alikhani (2014) investigated the relationship between learners' gender, their EI levels, and L2 WTC in Iranian EFL context. The findings revealed a positive and strong correlation between the learners' WTC and EI levels, with females being characterized as the outperforming group in terms of gender-related overall EI and L2 WTC scores (Kanat Mutluoğlu, 2020). The significant finding that distinguishes this study from the above-mentioned study is that there was no statistically significant difference found in the EI levels of both student groups according to gender in the current study. However, the female students in Alavinia and Alikhani's study were found to have higher EI scores than the male students in all the EI subscales. Another significant difference between the two studies is related to the students' WTC levels according to their genders. In other words, in the current study, the overall mean scores of the male students were relatively higher than the female students according to gender variable, while the opposite was true in the other study.

In the study conducted by Oz, Demirezen, and Pourfeiz (2015) in the Turkish EFL context, the relationship between tertiary level EFL learners' EI perceptions and L2 attitudinal profiles was investigated. The results indicated that the female students scored higher than the male students in terms of L2 attitude and EI subcomponents. The only difference between the two genders was found in behavioral subcomponent, with male students scoring higher than the female students. A significant argument made by the researchers in the study was related with the important role ascribed to interpersonal and intrapersonal intelligences. According to them, these two types of EI were highly effective in shaping individuals' attitudes to FLL and themselves, developing good interpersonal relations among individuals, and enhancing success in L2 learning, particularly in L2 communication. They further suggest that emotional instruction

should be integrated into the curriculum efficiently so that L2 learning process of the students can be better understood in various dimensions. Previous studies conducted in different contexts examining the relationship between EFL students' emotions, EI levels, EI subcomponents, gender, age, and success in L2 learning also show how important a role EI plays in directing students' attitudes to L2 learning and determining their overall success in L2 (Ates, 2019; Behjat, 2011; Dewaele, 2019; Eraldemir & Tuyan, 2019; Fitriani, Apriliawati & Rosnija, 2017; Ghanizadeh & Moafian, 2011; Ghanadi & Ketabi, 2014; Gök, 2020; Oz, 2015; Oz & Kiris, 2018).

Based on the findings and results of various studies previously conducted in diverse EFL contexts, it seems possible to examine the potential similarities and differences between the EFL learners of the current study regarding their L2 attitudes and EI perceptions in several ways. As suggested by Madalinska and Michalak (2015), neither learners nor teachers can be instigated to display such negative emotions as anxiety, communication apprehension, anger, and boredom in their instructional or L2 learning settings. However, different contexts can be highly effective on L2 learning process by inducing either favoring or disfavoring situations that affect learners' emotional experiences and attitudes in EFL classroom settings (Tsang and Jiang, 2018). Ngyuen (2018) also lays emphasis on ESL learners' interactions with their school communities, peers, classmates, or administrators, and how they might play a fundamental role in their emotional experiences as well as in shaping their attitudes towards L2 learning and communication. According to the researcher, favorable EFL contexts include small class size, motivated classmates, mutual healthy communication, effective teaching and learning resources, a collaborative classroom culture, good facilities, and an encouraging reward system. On the other hand, unfavorable contexts leading to learner anxiety and stress include poorly motivated students, lack of collaboration and interaction between teachers and students, textbook-centered teaching, unmotivated classmates, rote learning and unsatisfying test scores, and lack of a reward system (Pennington & Richards, 2016). In many cases, factors like these lead to negative attitudes and emotional experiences in L2 learning and hinder learners' aspiration and willingness to realize their ideal L2 learner identity as well as leading to feelings of anxiety or even disappointment in EFL classroom settings (Suleimenova, 2013; Woodrow, 2012).

Apart from some genetically-endowed traits or individual characteristics such as gender, age, personality, self-confidence, and previous L2 learning experience, cultural

factors might also influence the EFL learners' L2 attitudes and emotional states in L2 learning and communication process. For instance, in some cultures, learners may tend to display relatively more willingness to communicate in front of their classmates in their classes than in some other cultures. Wen and Clement (2003) indicate that In China, group cohesion and commitment to group members affect Chinese students' WTC, emotional states, and attitudes in the classroom. A student may think that if he or she speaks up in the class, this may not be welcomed by other students as it is considered as a kind of 'showing off' or an act of making others look weak in the classroom. Studies of EFL learners in Iran have indicated that the teacher's overemphasis on the use of grammar and pronunciation in the native-like language (North American) can also cause anxiety among students who are discouraged and feel that they cannot meet the teacher's standard (Hashimi, 2011). The role of the teacher now shifts from being a facilitator to an authority figure monitoring students' language use. Silence is another response to emotions such as frustration, embarrassment, anxiety, or annoyance, which can be considered by the teacher as a refusal to cooperate and thus seen negatively. For the learner, however, silence can be a way to manage his or her emotions: it can serve as a face-saving strategy, as others in the class can no longer judge students' language skills (Smith and King, 2018).

Considering all these findings, it is noteworthy to evaluate the differences or variations in students' EI levels, perceptions, and emotional states from two significant perspectives. Since the paradigm shift from viewing emotions as irrational, fuzzy, and hard to search into its different dimensions in the 1970s, the significant role affective factors and particularly emotions play in L2 learning and teaching has been understood much better (Benesch, 2012; Kormos & Csizer, 2008). This shift from traditional or stereotypical way of understanding emotions to a more comprehensive and multi-dimensional one has led us to probe into what actually emotions do socially and how they influence L2 learning and teaching processes rather than what they simply are in daily classroom interactions and transactions (Barrett, 2017). From a sociocultural perspective, in recent years, much emphasis has been placed on sociocultural aspect of emotions as complex experiences affected by not only individual characteristics but also by dynamic relationships in diverse social contexts. As stressed by Dewaele, Gkonou, and Mercer (2018) and MacIntyre, Gregersen, and Mercer (2020), emotions are not indeed simply something that all individuals 'have' but something that they 'do' by

highlighting the crucial role emotions play in individuals' experiences in all their social life span.

From a complex dynamics systems perspective (CDS), learners are construed as agentive not as nonagentive beings whose emotions and moods do not change from situation to situation or remain constant in different contexts (Larsen-Freeman, 2012). Further, as learner agency is viewed as holistic rather than monolithic in CDS, learners need to be evaluated with not only their past or present experiences but also their future goals, hopes, fears, imaginations, or desires for the future (Mercer, 2018). Mercer (2012) also indicates that as learner agency has a characteristic that is spatially and temporally situated, it is quite normal that they exercise their agency to changing degrees by constantly trying to make sense of their own experiences and contexts they are in in a subjective way. During this constant motion, learners both influence and are influenced by any factors they experience in their contexts (Giorgi, 2012). Given that learners and their constantly-changing actions cannot be explained with some simple as well as monolithic factors, we need to leave behind an ongoing stereotypical or archaic way of thinking that the contextual, cultural, emotional, and attitudinal experiences of learners can be simply explained with some external factors without even considering their internal factors (Larsen-Freeman, 2019; Pennings & Mainhard, 2016). In the case of the EFL learners of the present study, a significant perspective emerging from the complex dynamics conception is the importance of understanding them as holistic agents who are intertwined with multiple contexts across time and space trying to make sense of their individual and emotional experiences in their EFL classroom settings. In this sense, as argued by Miller (2014), change(s) in learners' agency is not independent from the dynamic interactions between them and their teachers as well as their peers. These interconnected interactions between the learners and others inevitably lead to some negotiations or changes in their emotions, perceptions, and behaviors over time, which results in co-adaptation among all the agents in a constantly revolving cycle during their L2 learning and teaching process.

5.3. The Relationship between L2 WTC, Attitudes, and EI Levels, and the Predictive Effect of the Identified Variables on WTC

The results of the multiple stepwise regression analysis, which was conducted to examine how the identified variables would predict the L2 WTC and to further explore the predictive relationships between these variables through a number of developed

models, revealed some significant results for both of the student groups. In this sense, some of the sub-variables that were found to have a non-significant correlation with or had almost no predictive effect on L2 WTC were excluded from the models. Among these removed sub (variables) having an insignificant or no correlation with L2 WTC were gender, emotional aspect, stress management, and adaptability intelligences. Upon ensuring the required goodness of fit for the regression models, an in-depth analysis of the predictive relationships between the variables under investigation was conducted respectively. As such, the results of the multiple stepwise regression analysis revealed that the final models developed were effective in explaining the predictive relationships among the mentioned variables. When the predictive effects and determination coefficients (R^2) of the variables were examined, it was found that L2 attitude had the largest predictive effect on L2 WTC. Similarly, L2 attitudes were found to have a strong correlation with L2 WTC. As being the most significant predictor of L2 WTC, L2 attitude was found to explain more variance than the EI and nationality variables as the two other variables in the models. However, a striking point is that the attitude variable had a relatively larger predictive effect on out-of-class WTC than on in-class WTC. Moreover, when the predictive relationship between ATE, EI, nationality, and WTC variables and their variance distribution values were examined, the L2 attitude variable (ATE) was found to be more effective on both in-class WTC and out-of-class WTC than EI and nationality as the independent variables in the models. And this indubitably suggests that increase in the positive attitudes and emotional states of both student groups, regardless of their nationality, towards L2 learning and speaking will also result in increase in their L2 WTC inside or outside the classroom.

A multiple stepwise regression analysis was also conducted to gain an in-depth understanding of the predictive relationship between L2 WTC and the sub-variables of L2 attitude and emotional intelligence. Regarding the relationship between L2 attitude sub-variables (attitude cognitive, attitude behavioral), in-class WTC, and out-class WTC, the analysis results disclosed a significant predictive effect of attitude cognitive (ATC) sub-variable on WTC inside and outside the classroom. Of the two sub-variables analyzed, the ATC sub-variable alone could explain a considerable extent of the total variance in in-class and out-class WTC. Similar to the ATC sub-variable, the attitude behavioral (ATB) sub-variable was also found to have a predictive effect on both in-class and out-class WTC. However, unlike the ATC sub-variable, the ATB sub-variable had a much lower effect on WTC inside and outside the classroom. Thus, it was

concluded that the ATC sub-variable contributed to the explained variance in in-class and out-class WTC a lot more than the ATB sub-variable.

The findings of the study regarding the relationship between attitude towards the target language and L2 WTC is consistent with the findings in Şener (2014). In her study investigating the relationship between WTC, linguistic self-confidence, motivation, attitudes toward international community, and personality in Turkish EFL context, it was found that there was a significant correlation between WTC and the other identified variables. In both studies, an important finding is that L2 attitudes have a significant predictive effect on the EFL learners' WTC inside and outside the classroom. However, unlike the present study, in Şener's study the variable having the highest predictive effect on WTC was not L2 attitude but learners' self-confidence. In other words, while L2 attitudes provided a direct change on the students' WTC in the present study, it was self-confidence that provided a direct change on L2 WTC of the learners' in Şener's study. In Chinese EFL context, Peng (2007) investigated the relationship between WTC, L2 attitudes, and integrative motivation with the Chinese EFL college students in an intensive language program.

Of the three components, motivation was found to have the highest correlation with L2 WTC by explaining the most variance in the students' WTC. Motivation was followed by integrativeness predicting a moderate level of variance in L2 WTC in the current study. Different from the attitude-related findings of Şener's (2014) and the current study, in Peng's study no significant relationship was found between attitudes and L2 WTC, which was a clear indication of no predictive effect of attitudes on L2 WTC. In their study in French context, Leger and Storch (2009) investigated the relationship between the learners' perceptions of their speaking abilities, attitudes towards whole class and small group discussions, and how their perceptions and L2 attitudes influenced their WTC in L2. The results indicated that the students' perceptions of their speaking activities and attitudes towards the target language influenced their WTC positively, which means L2 attitudes were a significant predictor of willingness to communicate. And also, it was noted that as the learners' attitude towards L2 learning increased over time, so did their willingness to use the L2 in their classes. Based on the findings, it can be argued that in an EFL context, L2 attitude towards learning English as a foreign language is a significant impetus in stimulating the learners to generate willingness to learn English and communicate in L2 efficiently. According to Dörnyei (2005), attitudes play an important role in foreign language

learning by providing learners with a driving force that can affect their perceptions of L2 learning and L2 learning environment.

The results of the analysis of the emotional intelligence (EI) sub-variables showed that L2 WTC is affected significantly by some of the EI sub-variables such as intrapersonal intelligence (Intra-I), general mood intelligence (GM-I), and interpersonal intelligence (Inter-I) except for adaptability intelligence (AI) and stress management intelligence (SM-I) as two sub-variables excluded from the developed models. Of the identified predictors of L2 WTC, the GM-I sub-variable was found to have a significant correlation with in-class WTC as it had a considerable predictive effect on in-class WTC. Since it explained relatively much more variance in in-class WTC than the Intra-I and Inter-I sub-variables in the model, the GM-I sub-variable was considered as the most effective antecedent contributing significantly to the model developed. As for the predictive relationship between the EI sub-variables and out-class WTC, the analysis results indicated that only two of the sub-variables were effective in predicting out-class WTC, that is the Intra-I and GM-I sub-variables. In this sense, the Intra-I sub-variable was found to contribute to the explained variance in out-class WTC a lot more than the GM-I sub-variable. In other words, the effect of GM-I sub-variable on L2 WTC outside the classroom was comparatively much lower than the Intra-I sub-variable. Based on the analysis results, it was concluded that as the Intra-I and GM-I variables increase in effect, L2 WTC outside the classroom increases as well.

Previous research studies share some similarities as well as differences with respect to the relationship between the EFL learners' EI perceptions, EI levels, EI subscales, and willingness to communicate in L2. Alavinia and Alikhani (2014) investigated the viable relationship between the learners' EI levels, gender differences, and WTC in Iranian EFL context. The results showed some similarities between the present study and the abovementioned study in that in it was found that there was a significant and positive relationship between almost all of the EI subcomponents and the learners' L2 WTC perceptions. However, different from the current study, it was revealed in Alavinia and Alikhani's study that gender differences played a significant role in predicting L2 WTC of the learners. This is a significant finding that is contradicted with the gender-related findings of the present study as the gender differences were found to have a non-significant correlation with, and thus no predictive effect on L2 WTC in this study.

A similar study was conducted by Oz (2014) in an attempt to examine the relationship between the tertiary level learners' EI perceptions and EI subscales with L2 WTC in Turkish EFL context. It was found that a great majority of the students had high levels of EI, which is a finding contradicting with the findings of the current study as the EI levels of both student groups in this study was moderate and low to moderate. However, an important similarity between Oz's study and the current study is that in both studies a significant correlation was revealed between some of the EI sub-scales and L2 WTC. Another similarity between the two studies was found in the predictive effect of EI as a variable on L2 WTC. In both studies, some of the EI subscales (intrapersonal, interpersonal, and general mood intelligences) were found to be the significant predictors of WTC. In another study conducted by Gholami (2015), the researcher investigated the relationship between the Iranian EFL learners' EI levels, gender variable, and willingness to communicate. The findings revealed that there is a positive correlation between the learners' L2 WTC and their EI levels. Moreover, gender was found to be a significant predictor of L2 WTC by explaining a considerable extent of variance in the learners' WTC. Although the findings of the study conducted by Gholami (2015) are partially similar to Alavinia and Alikhani's (2014) study, it is clear that these findings are partially different from the current study, particularly with the findings regarding gender differences. Overall, it can be concluded that both emotional intelligence and L2 attitudes play a significant role in predicting the EFL learners' L2 WTC and contribute to the variance explained in their WTC to considerable extent.

5.4. Factors Affecting Both Student Groups' WTC and EI levels in English Speaking Classes and Their Attitudes towards Communication in L2

This study lastly investigated the variables identified as the factors influencing the EFL learners' L2 WTC, attitudes, and EI perceptions of both Turkish and Syrian students. The variables affecting the two student groups' WTC, attitudes, and EI perceptions in English were found to be almost similar despite some slight differences in the frequencies and percentages of their responses in the current study. As a result of the qualitative content analysis of the interviews, L2 motivation, L2 communication anxiety, lack of communicative competence were found to influence the learners' WTC in English. Different from the factors identified through the quantitative analysis, teachers, classmates or peers, classroom atmosphere, task difficulty, sense of

responsibility, shyness, stress, and self-confidence were detected as having an impact on student groups' L2 WTC, attitudes, and EI levels in English. It is clear from the findings that there are different antecedents of L2 WTC in EFL classroom settings, which indicates that L2 WTC might function in different ways across time and situations (Peng, 2015). In the study, the variables mentioned with various frequencies and percentages were categorized into three main groups as contextual variables, affective variables, individual variables, and linguistic variables in line with Kang (2005), Cao (2014), Mystkowska- Wiertelak and Pawlak (2017), Mystkowska-Wiertelak (2016), and Yashima et al. (2016).

The Turkish and Syrian EFL learners participating in the qualitative study indicated that they would like to be in a comfortable, non-threatening, and friendly classroom atmosphere so that they could feel more willing to communicate in L2 and generate more positive attitudes and emotions in their speaking classes. The significant role of classroom atmosphere has been emphasized by many of the previous studies as well (e.g., Başöz, 2018; Cao, 2011; Ghoonsoly et al., 2013; Joe et al., 2017; Kang, 2005; Khajavy et al., 2016; Khajavy et al., 2018; Peng, 2007; Peng & Woodrow, 2010; Reid & Trafimovich, 2018; Yashima & Zenuk-Nishide, 2008). Kanat Mutluoğlu (2018) suggested that Turkish EFL learners usually tend to feel more eager to communicate in English when they are provided with a non-threatening classroom environment. Khajavy et al. (2018) highlighted the interconnected correlation among affective variables underlying L2 WTC through the contributive effect of classroom social climate. In other words, a peaceful classroom atmosphere that leads to the satisfaction of learners' basic needs such as feeling secure and motivated enough will positively affect their L2 attitudes and participation in language classes actively as well, which results in higher L2 WTC in EFL learners. Further, Peng and Woodrow (2010) indicated that the non-threatening atmosphere in the classroom lowers EFL anxiety, and therefore it enhances learners' L2 WTC levels to a desired extent.

The qualitative findings of the study revealed that teachers have an undeniable effect on both student groups by influencing not only their L2 WTC and EI levels and their attitude towards L2 learning, as supported by a number of previous studies too (Başöz, 2018; Bernales, 2016; Cao, 2011; Kang, 2005; Mystkowska-Wiertelak, 2016; Pawlak et al., 2016; Peng, 2007; Peng et al., 2017; Zarrinabadi, 2014). In support of Kanat Mutluoğlu (2020), a considerable majority of both Turkish and Syrian EFL participants stated that they felt more willing to initiate communication in either dyadic

conversations or group discussions with their teacher and classmates whenever they gained sufficient social support or encouragement from their teachers. However, unlike in the study by Zarrinabadi (2014), none of the interviewees put forth any statements with respect to the negative effect of teacher's error correction strategies on their L2 WTC or L2 attitudes. Similarly, they reiterated their in-class observations with regards to their teachers' efforts to enhance their active participation in class conversations or discussions with supportive attitudes and approach (Mystkowska-Wiertelak, 2016). Besides, the students mentioned teacher's rapport or intimacy as another significant teacher-related factor. In this sense, they stated that they would feel more willing to take active part in L2 communication if they could develop some intimate and collaborative relationship with their teachers in line with Pawlak et al. (2016). Supporting what Peng et al. (2017) suggest, Bernales (2016) and Zarrinabadi (2014) also emphasize the use of verbal and non-verbal strategies including multimodal semiotic resources by L2 teachers so that they can generate a positive impact on the learners' L2 WTC inside or outside the EFL classroom.

In addition to teacher as a significant factor, it was revealed that classmates had an important influence on the students' L2 WTC in their speaking classes. A significant majority of both student groups reiterated their peers' underestimated role as being either active or passive listeners or interlocutors in their classes as they admitted the fact that they were most likely to be affected by their classmates' attitudes or motivation during L2 communication. As suggested by Kanat Mutluoğlu (2020), both attitudes and reactions of peers as well as their relationship with each other could induce some fluctuations in EFL learners' L2 WTC. The participants indicated that they would particularly have more willingness to communicate about a speaking topic if they knew that they were being listened to by their peers with respect and care in line with Yashima et al. (2018). Additionally, the results showed that the contention among the classmates also contributed to their L2 WTC level positively as the desire to become the winner and take the first or best place in communicative activities or tasks resulted in better communication behaviors in all the students in their classes (Yu, 2015). Kang (2005) and Kostianen (2015) suggested that such characteristics of an interlocutor as linguistic proficiency, willingness, familiarity, and interest could also affect the EFL learners' L2 WTC, attitudes, and EI levels in EFL classroom setting. In this sense, it was found that the participants had relatively some different perceptions from each other. In other words, some of the participants stated that they would have more

willingness to communicate and hold a more positive attitude towards L2 communication if they had the opportunity to interact with a more proficient L2 user in their classes. Believing that this would improve their language skills more efficiently, they admitted feeling more motivated and willing to communicate with such classmates in their speaking classes. However, some others stated that they would feel less secure and communicatively more anxious while communicating with a classmate whose L2 proficiency was relatively higher, which supports the findings of Kang (2005) and Kostiaainen (2015).

A significant majority of both Turkish and Syrian students agreed on the point that they would feel more hesitant to communicate with a linguistically less proficient interlocutor than themselves since it was more likely for them to experience communication breaks or failure in their communication while communicating in L2. And also, they indicated that they would feel more willing to communicate with interlocutors having similar L2 proficiency levels like them, which is a finding that contradicts with Başöz (2018). Interlocutor familiarity was another significant factor that was found to influence the participants' L2 WTC, attitudes, and EI perceptions. Supporting this finding of the study, in such studies as Cao and Philp (2006), Kang (2005) and Liu (2005), the researchers mentioned the significant effect of interlocutor familiarity and intimacy on EFL learners by stating that the participants in their studies felt more willing to initiate communication in L2 and generate more positive emotions in such a case. However, this finding contradicted with the claim of Başöz (2018) in which she stated that Turkish EFL learners would feel more willing while they were having communication with either a stranger or a foreigner. Moreover, during a conversation, EFL learners felt keener and emotionally more prepared to communicate whenever they believed that their interlocutor was also willing to communicate, which was a finding consistent with Başöz and Erten (2019) as well as Cao and Philp (2006).

Related to the context-specific variables, tasks assigned to the students were also found to influence their L2 WTC, attitudes, and emotional behaviors inside the classroom. Based on their own statements, the students from each group agreed on the fact that the type of tasks they were responsible to fulfill in their speaking classes influenced their L2 WTC and motivation considerably. This finding also supports the results of previous studies confirming the effect of task types on L2 WTC (Cao, 2013; Mystkowska-Wiertelak, 2016; Pawlak et al., 2016). Having some similar characteristics to their Polish peers introduced in Mystkowska-Wiertelak (2016), the participants of the

present study were also found to be willing to communicate if they were provided with an interesting, easy, and an appealing task in their speaking classes. On the other hand, their L2 WTC was found to decrease when they found the speaking tasks less interesting and more difficult to talk about (Cao, 2013).

In addition to the tasks assigned in speaking classes, the topic about which EFL learners were required to share ideas through oral communication was also noted as an underlying variable of L2 WTC, attitudes, and EI perceptions in English speaking classes. The participants all agreed on the inevitable effect of topic on their L2 WTC by suggesting that interest in topic as well as knowledge about the speaking topic were the two key factors influencing their L2 WTC and generating positive L2 attitude in them. The decrease in an EFL learner's L2 WTC might have been observed based on the lack of interest in and knowledge about the topic (Başöz, 2018; Cao, 2009, 2013; Cao & Philip, 2006; Mystkowska-Wiertelak, 2016; Pawlak et al., 2016). In their influential study, MacIntyre and his associates (1998) put an emphasis on the effect of topic regarding its facilitating role in language use. According to their claims, the knowledge about and interest in topic facilitated the emergence of affective variables leading to L2 communication, which also enhances their self-confidence and results in a decrease in L2 communication anxiety.

The negative effect of communication anxiety as an affective variable on L2 WTC inside the classroom was also mentioned by the Turkish and Syrian EFL learners participating in the current study (e.g. Başöz & Erten, 2019; Bektaş-Çetinkaya, 2005; Kim, 2004; MacIntyre et al., 1998; Peng, 2015; Yousef et al., 2013). The trait-like nature of anxiety was reflected in some situations, and thus L2 WTC as a prerequisite of L2 communication was observed to be affected by learners' anxiety traits. It supported the findings of more recent studies which argue that anxiety has a negative effect on L2 WTC, emotions, and attitudes of the EFL learners to a considerable extent (e.g. Başöz & Erten, 2019; Lin, 2019; Piechurska-Kuciel, 2018). Moreover, these findings shed light on the fact that fear of being ridiculous, failure in L2 communication, making mistakes as well as fear of being on the stage play an important role in EFL learners' unwillingness to communicate. In this respect, a significant majority of both Turkish and Syrian EFL learners were found to have some concern about making mistakes and being ridiculed in front of others. As Başöz (2018) suggested, this might be explained by their other-directedness, which indeed suggests that they care more about how to be

perceived by others (Matsuoka, 2006). And therefore, they inevitably tend to become unwilling to communicate in English (Başöz, 2018; Nagy, 2007).

In parallel with Cao (2011, 2013), the present study also revealed the effect of self-confidence on L2 WTC, attitudes, and emotions of the participants inside the classroom considering the statements from both student groups. They stated that they felt more willing to communicate while talking about a familiar topic or doing an interesting task with intimate interlocutors as they felt self-confident enough to accomplish the activities or tasks assigned to them in their classes. In this sense, rather than a direct effect, self-confidence had a mediating impact on EFL learners' L2 WTC. In addition to anxiety, fear and self-confidence, L2 motivation was also posited by the EFL learners as an antecedent of their L2 WTC tied to affective variables. The qualitative findings showed that increase in L2 motivation led to higher levels of WTC in English (Peng, 2007) and it underlined the effect of enjoyment and encouragement on L2 communication in line with Başöz (2018), Dörnyei (2007) and Pawlak et al. (2016).

The personality traits of EFL learners were also found to trigger some variations or fluctuations in the participants' L2 WTC in the classroom environment. They indicated that they would normally tend to be willing to communicate about a topic in a conversation in a classroom activity. However, their individual characteristics, such as stress and shyness, made them feel unmotivated resulting in lower L2 WTC, which was supported by Başöz (2018). As Cao (2011) argued, personality had a feature of either facilitating or hindering L2 learning in general and L2 WTC in particular (MacIntyre et al., 1998). The extravert and talkative participants also supported this idea by indicating that they would be relatively more willing to participate in communication as they felt more self-confidence and desire to communicate in their speaking classes (Bektaş-Çetinkaya, 2005; Cao, 2011).

Lastly, the qualitative results of the current study showed that the Turkish and Syrian EFL learners' level of L2 communicative competence had a significant effect on their L2 WTC, attitudes towards L2 communication, and emotional behaviors in their speaking classes. Based on their individual responses in the interviews, it was found that communicatively more competent students were also found to be more willing to communicate with their teachers or classmates, have more internal motivation, and feel less apprehensive in their speaking classes, which was a finding confirmed by previous research studies (e.g. Başöz, 2018; Cao, 2011; Hashimoto, 2002; Matsuoka, 2006; Öz

et al., 2015; Peng & Woodrow, 2010; Yashima, 2002; Yashima et al., 2004). As supported Piechurska-Kuciel (2018) and Şener (2014), it was concluded that the higher the EFL learners perceived their competence level, the more willing and active they felt in L2 communication in their classes. This might be an important indication of the fact that increase in learners' L2 communicative competence also enhances their self-confidence in the target language by encouraging them to feel more attemptive and willing to take part in L2 communication, which results in decrease in communication apprehension and fear of making mistakes and failure in L2 communication (Kanat Mutluoğlu, 2020). As such, the EFL learners who have higher self-confidence, greater communicative competence and less L2 anxiety are more likely to feel motivated to communicate in L2, have more positive attitudes and emotions, and thus become more competent their speaking classes.

All in all, the present study indicated that the Turkish and Syrian EFL learners' L2 WTC was influenced by a variety of variables, in line with its dynamic and context-specific characteristic within a constant state of adaptation and fluctuation in different EFL settings (Pawlak & Mystkowska-Wiertelak, 2015). Following the discussion of findings, the next section presents the conclusion, implications, and suggestions of the present study.

5.5. Conclusion

The present study having a mixed-method approach attempted to investigate the EFL learners' L2 WTC inside and outside the classroom settings in an EFL context. As the researcher, I conducted a mixed-method research design study including two separate but interdependent parts in the study, that is, quantitative and qualitative parts of the study. The first part aimed to examine the perceptions of EFL learners' L2 WTC, attitudes, and EI levels inside and outside the classroom settings. Following this quantitative phase, I conducted the qualitative phase of the study in order to gain an in-depth understanding of L2 WTC considering its focus on the relationship among the variables underlying L2 WTC both inside and outside the classroom. As a consequence of all these processes and findings summarized above, the current study concludes that L2 WTC is a multilayered concept which is intricately interconnected with individual, contextual, linguistic, and affective factors (Cao, 2011; Peng, 2015).

5.6. Pedagogical Implications

Based on the investigation of the relationships between learners' WTC, individual, affective, and contextual variables, the findings of this study are important in providing some pedagogical implications for L2 learning and teaching. In an EFL context where students only have the opportunity to communicate in English in a classroom setting, it is essential for L2 educators to understand in which situations students are more willing to communicate, or what individual, contextual, and linguistic factors may hinder or enhance their WTC in English in their classes. Therefore, the pedagogical and practical implications of the study for second language learning and teaching are presented below.

The findings of the study revealed that the students' WTC in English is directly affected by their attitudes, emotional intelligence perceptions, and motivation. Based on the results of the quantitative data analysis, L2 attitude was found to be the most effective predictor of WTC. Therefore, the main concern of language educators should be to help their students generate positive attitude towards L2 learning and communication in order to decrease their speaking anxiety and fear of making mistakes in speaking classes. A high negative correlation between communicative competence and speaking anxiety also proves the fact that students who have a low level of communication anxiety and a high level of communicative competence will have a high level of self-confidence, which will directly foster their WTC in English. Hence, it can be suggested that as a first step, teachers should help their learners to reduce their speaking anxiety by providing them with a relaxing language environment in which they could improve their communication competences without any hesitation. In addition, they should support their learners with necessary linguistic elements such as vocabulary pronunciation to increase their communicative competence, which will significantly contribute to their linguistic confidence in their L2 learning process.

Secondly, motivation was found to be an important factor affecting learners' WTC in English, which means that promoting students' motivation will also encourage them to communicate in English efficiently. In contrast to a number of studies indicating a non-significant correlation between motivation and WTC, a significant relationship between these two variables in the present study indeed highlights the crucial effect of motivation on learners' WTC. In this study, through the analysis of qualitative data, it was seen that both Turkish and Syrian EFL learners were generally

integratively motivated, which revealed a high level of self-determination. As a majority of both student groups generally displayed positive dispositions towards the reasons for L2 learning and communication, increasing learners' intrinsic and integrative motivation through different in-class or out-of-class activities would contribute to their WTC in English considerably. Hence, L2 educators and teachers need to help learners to develop a sense of accomplishment, stimulation, and knowledge by increasing their integrative motivation through successful L2 learning experience. It is well-known that a higher level of integrative motivation means a higher level of WTC.

Although the direct effect of classroom environment on the students' WTC was not analysed quantitatively in this study, the content analysis of the qualitative data revealed that there was a close relationship between the classroom environment and learners' WTC in English. Thus, it can be suggested that the peaceful classroom environment has a significant role in influencing the students' motivation to learn and self-confidence, which in turn can increase their WTC in English to a considerable extent. And also, it is suggested that the L2 classroom environment should have a non-threatening atmosphere by means of effective teacher support and immediacy, peer collaboration, responsibility as well as careful selection of speaking tasks or topics.

Both interview groups' suggestions for a non-threatening classroom environment are particularly important, too. It was stated that teacher support is a significant factor affecting students' perceptions about the classroom environment. For a peaceful classroom atmosphere, L2 teachers need to build a good relationship with their students. In this sense, teachers can strengthen their bonds with their students through supportive, encouraging, and tolerating teaching styles or techniques. Undoubtedly, teachers' or instructors' positive attitudes, encouraging gestures, and mimics will absolutely motivate students to have a more positive attitude towards L2 learning and increase their self-motivation efficiently. It is also suggested that EFL teachers show necessary tolerance to their learners' mistakes in grammar or vocabulary in L2 classes, especially during communicative activities. This in fact will help learners feel safe and generate a sense of self-confidence while speaking English in their classes. In addition to teacher immediacy and positive attitudes, creating good collaboration among class members is also an essential characteristic of a non-threatening classroom environment. Believing that a classroom is a small social setting where students can interact with each other on an ongoing basis, creating a friendly environment in the language classroom where students are friendly to each other, helping other class members and tolerant of

mistakes will definitely make students feel more comfortable and express themselves easily in their speaking classes.

The qualitative findings of the study also revealed that the students' communication anxiety decreases when they perceive themselves linguistically more competent in small group activities or with their peers sitting next to them instead of larger group activities. As known well, group working or collaborative working has many advantages for all the students, such as learning from each other and sharing the workload among each other. Thus, language teachers need to include more group work or pair work activities in their classes in which their students can work together in order to achieve their academic goals in L2 learning. This will definitely increase their motivation level and contribute a lot to their communicative competence in English.

In addition to teacher support, attitudes, and student engagement, task orientation and difficulty also have a significant role in influencing the students' WTC, emotional states, and attitudes in L2 classes. However, the qualitative data results indicated that a significant majority of both Turkish and Syrian learners are not completely pleased with the tasks in their language classes. Although they generally find their class assignments clear, they are uncertain about how interesting they are and how carefully material adaptation is done. Considering the interview questions, when asked to evaluate their speaking tasks in their classes, both the willing and unwilling student groups stated that their course books were too ordinary and did not attract much attention.

In line with this, some of the students from both interview groups stated that their course books were not designed in a format to draw their attention in speaking classes and the speaking topics were not found to be interesting enough to motivate them to participate in communication activities. They further stated that they often got fed up with doing similar activities in their English books and it could become too boring and demotivating for them. In this respect, the students especially mentioned that they preferred such activities as interactive games, vocabulary quizzes, colorful presentations, and some other interesting activities prepared by their teachers to encourage them to communicate in their classes more often. In light of these findings, it is recommended that English language teachers integrate intellectually meaningful and challenging tasks and activities into their classes with an effective planning rather than strictly following English books, since English language students at the university level

are experienced enough in age to critically evaluate the quality and the value of their English activities regarding their beliefs or expectations.

Regarding the strong relationship between the students' communication anxiety, stress, peer pressure, and unwillingness to communicate in speaking classes, it can be concluded that the EFL learners should be provided with a carefully organised classroom environment. This is pedagogically essential since it has a great role in shaping the learners' beliefs and attitudes towards L2 learning, appropriate classroom and communication behaviors, and also encouraging their motivation to improve their oral communication skills. Therefore, an integration of different pedagogies of communicative language teaching should be planned and introduced into English classes with meaningful tasks and activities. This will obviously enhance learners' linguistic self-confidence as well as communicative skills inside or outside the L2 classroom.

Based on the quantitative and qualitative analysis results, it was also found that the learners' sense of responsibility, lack of grammar and vocabulary knowledge, and unwillingness to write in English classes significantly influence learners' L2 communication confidence, which, in turn, affects their WTC in English. For this reason, it is recommended that L2 teachers should help their students to develop positive beliefs about learning English through different methods such as writing a portfolio, doing various interactive grammar and vocabulary activities on some beneficial online web sites, and etc. In this way, learners can be given an opportunity to build a sense of responsibility, express themselves easily, and reflect on their beliefs or opinions by writing portfolios that include their individual writings or journal entries regularly.

Lastly, learners' lack of grammar and vocabulary knowledge was found to be another significant factor influencing their willingness to communicate and L2 communication confidence. In the present study, it was revealed through the qualitative data results that both student groups generally did not have sufficient grammar and vocabulary knowledge, which shows that learners have problems in learning L2 grammar and vocabulary efficiently enough. Therefore, it was found that lack of necessary grammar and vocabulary knowledge prevented most of the students from making grammatically correct sentences and speaking fluently during communication. Keeping this in mind, language teachers should help students improve their vocabulary and grammar knowledge in a variety of interactive or effective ways. It seems clear that

while students are aware that their grammar and vocabulary knowledge is not sufficient and needs to be improved adequately, they do not actually know how to do it. At this point, teachers should guide their students by organizing different activities that are aimed directly at improving students' grammar and vocabulary in their language classes.

Overall, it is clear that the students' L2 WTC mainly depends on such individual, affective, and contextual factors as their attitudes, emotional intelligence levels, speaking anxiety, linguistic self-confidence, non-threatening classroom environment, and peer pressure in language classes. As some of effective suggestions, first of all, the students' WTC in English should be promoted by enhancing their communication confidence and decreasing communication apprehension by contributing to their linguistic knowledge such as grammar and vocabulary knowledge. Secondly, the students' sense of responsibility and communicative skills as well as their interaction with others need to be fostered through a variety of in-class strategies and pedagogical methods effectively. And finally, their motivation and attitudes should be enhanced to reach higher levels of WTC by providing them with a non-threatening classroom environment through effective teacher support and immediacy, practical and interesting tasks or activities, and a good cooperation among all of the stakeholders.

5.7. Limitations of the Study

In the present study, purposive sampling method was utilized and the population consisted of 200 students at Gaziantep University, a state university in Gaziantep, Turkey. The participants of the study were selected from a mix of Turkish and Syrian students in B1⁺ proficiency level, known as B2 proficiency level in the L2 modular system. Considering this specific group of learners and learning context, any generalization from this study should be done meticulously. The participants of the study were selected from only one state university, namely Gaziantep University Higher School of Foreign Languages, due to different timing and contextual constraints. Therefore, it may not be appropriate to generalize the findings and results of the present study to all university level students in Turkey.

The fact that the present study only investigates the relationships among various individual, contextual, affective, and linguistic variables does not propose a cause and effect relation because it is not an experimental study in nature. Likewise, the results are based on the self-reported data which are collected by means of interviews and a set of

questionnaires and scales. Hence, it reflects only the individual perceptions of the participants rather than the observable facts and on-site reflections of the learners in the EFL classroom setting. Within the scope of this study, L2 WTC has been examined quantitatively only in speaking mode. The examination of WTC for the other skills, that is willingness to read, willingness to write, and willingness to listen, was made through qualitative data collection and analysis. Thus, the results of the study do not reflect the quantitative aspect of the other three skills. And also, during the data collection process, the data required for the study were obtained through certain data collection tools such as questionnaires, scales, and interviews with the participants. In the light of the subject of this study, in order to expand the scope of the study and obtain more data, the variety of data collection tools can be increased in the form of classroom observation notes, diaries kept by participants at certain time intervals, and the self-reported beliefs and self-reflections of EFL teachers as participants, too.

5.8. Suggestions for Further Studies

In the present study, it was only dealt with three dimensions of EFL learners' perceptions, which are perceptions of the EFL learners about L2 willingness to communicate, perceptions of attitudes toward learning English as a foreign language, and perceptions of emotional intelligence profiles of the learners. In order to prevent any overlap with other affective variables such as motivation, perceived linguistic self-confidence, or communication competence, the scope of learner beliefs was some limited. Therefore, future research could extend this limited scope by examining learner beliefs within the perspective of a broader conceptualization of EFL learner perceptions (Altiner, 2017; Kanat Mutluoğlu, 2020; Şener, 2014). Regarding the significant relationship between EFL learners' willingness to communicate, attitudes towards L2 learning, and emotional intelligence levels, it is highly important to conduct some other extensive studies in different EFL contexts to validate these intrrelationships.

In this study, only the predictive effect of L2 attitudes and emotional intelligence levels on EFL learners' WTC was investigated and a positive and significant relationship was found among these variables. Hence, future studies could investigate how motivation, perceived communicative competence, or linguistic self-competence of EFL students, and some other factors influence their WTC in English inside and outside the classroom or in various contexts such as distance education or social media

platforms. In order to learn more about the students' trait-like and situational WTC, this study aimed at investigating how situational variables such as communication anxiety, fear of making mistakes, stress, and shyness influence EFL learners' WTC. However, since situational WTC has a multi-layered characteristic which can change in various situations due to different variables, there is a need to include such variables as excitement, security, introversion, or extroversion in order to better understand the relationships between situational WTC and these variables. In this respect, there is a need for a longitudinal qualitative study in order to examine the effects of these factors on situational WTC by employing other methods such as observations, self-reflected journals, activities and textbooks, and critical analysis of different tasks, which can help us better understand the complex dynamic aspect of WTC. And also, by observing learners' actual use of L2 inside or outside the classroom more closely, the EFL learners' L2 WTC levels and the extent of their actual language use can be compared with each other more efficiently.

Considering the fact that this is a comparative study which investigates the relationship between L2 WTC, attitudes towards L2 learning, and emotional intelligence levels of the students as well as the effects of attitudes and EI levels on WTC in the Turkish EFL context, it is highly suggested that similar studies be conducted in various Turkish EFL contexts such as other primary, secondary, or high schools as well as private or state universities in Turkey. In this way, we can gain a deeper insight into the relationship between Turkish, Syrian, or the other foreign EFL learners' WTC levels as well as other emotional, linguistic, cognitive, and contextual factors inside or outside the EFL classroom.

5.9. Chapter Summary

This chapter first provided a brief summary of both quantitative and qualitative findings for each research question of the study. And then, the findings of the study were discussed in the light of the current literature. The discussion section was followed by the pedagogical implications and limitations of the study. And lastly, the chapter concludes with suggestions for further studies.

6. REFERENCES

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7. APPENDICES

Appendix- A: Ethics Committee Permission Document

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Sinan ÖZYURT
ÖĞRENCİ NO	201812001
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	Yabancı Diller Eğitimi Anabilim Dalı
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Doktora Tez Savunma
İSTEKTE BULUNDUĞU DÖNEME DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	AİT 2020 / 2021 - GÜZ / <u>BAHAR</u> DÖNEMİ KAYDINI YENİLEMEDİM / <u>YENİLEDİM.</u>

ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	An Investigation on the Relationship between EFL Learners' L2 Willingness to Communicate, Emotional Intelligence Levels, and Attitudes towards Language Learning in the Turkish EFL Context
TEZİN AMACI	Yabancı Dil olarak İngilizce Öğrenenlerin İletişim Kurma İsteklilikleri, Duygusal Zeka Düzeyleri ve Dil Öğrenmeye Yönelik Tutumları Arasındaki İlişki Üzerine bir Çalışma
TEZİN ÖZETİ	<p>İletişim kurma istekliliği ikinci dil ediniminde son zamanlarda büyük önem kazanmıştır. Bu çalışma üniversitede Yabancı Diller Yüksekokulu'nda İngilizce dil eğitimi alan Türk ve Suriyeli öğrencilerin yabancı dil olarak İngilizce'yi sınıf içi ve sınıf dışında kullanma istekliliklerini araştırmayı amaçlamaktadır. Ayrıca, bu çalışma öğrencilerin İngilizce iletişim kurma isteklilikleri ile yabancı dili öğrenmeye karşı tutumları ve duygusal zeka seviyeleri arasındaki ilişkileri incelemeyi amaçlamıştır. Son olarak, bu çalışmada öğrencilerin İngilizce konuşma derslerinde iletişim kurma istekliliklerini, duygusal zeka seviyelerini ve yabancı dili öğrenmeye karşı tutumlarını etkileyen faktörlerin incelenmesi amaçlanmıştır.</p> <p>Bu çalışma 2019-2020 akademik yılı güz ve bahar dönemlerinde Gaziantep Üniversitesi Yabancı Diller Yüksekokulu'nda gerçekleştirilmiştir. Nicel veriler Hazırlık Okulu'ndaki 200 öğrenciden toplanmıştır. Çalışmanın nitel kısmı içinse, anket çalışmasına katılan 200 öğrenci arasından 12 öğrenci seçilmiştir. Bu</p>

	<p>çalışma hem nicel hem de nitel veri toplama ve analiz tekniklerini kullanan karma bir araştırma yaklaşımı kullanmıştır. Bu çalışmada veri toplama araçları olarak anket ve mülakat kullanılmıştır. Nicel veri elde etmek için bu çalışmaya Yabancı Diller Yüksekokulu'ndan sadece hazırlık sınıfı öğrencileri dahil edilmiştir. Nicel verilerin analizinde SPSS 26.0 programı kullanılmıştır. Güvenirlik analizinde, kullanılan ölçeklerin her bir faktörünün Cronbach Alpha değerleri .88 ve .97 arasında yüksek bir güvenilirlik olarak bulunmuştur. Betimsel istatistiklerde, frekans, yüzde, aritmetik ortalama, standart sapma ve crosstabulation; değişkenler arasındaki farklılık analizlerinde Mann Whitney U testi; değişkenler arasındaki ilişki analizlerinde Spearman sıra farkları korelasyon katsayısı ve nedensel karşılaştırma analizlerinde çoklu adımsal regresyon analizi gerçekleştirilmiştir. Nitel veriler ise içerik analizi ve nitel veri analiz teknikleri kullanılarak incelenmiştir.</p> <p>Çalışmaya katılan Türk ve Suriyeli öğrencilerin İngilizce konuşma isteklilikleri toplam puanlar üzerinden değerlendirildiğinde, sınıf içi ve sınıf dışı ortamlarda yüksek düzey ve orta düzey arasında olduğu ve duygusal olarak zeka düzeylerinin orta düzeyin üzerinde ve yüksek düzeye yakın olduğu görülmüştür.</p> <p>Öğrencilerin çoğunun İngiliz diline ve İngilizce konuşulan ülkelerin kültürlerine karşı tutumlarının olumlu olduğu görülmüştür. Öğrenciler konuşma yeteneklerini hem sınıf içi hem de sınıf dışında ortamın biraz üstü olarak belirtmişlerdir. Ayrıca, öğrencilerin yabancı dil öğrenmeye karşı tutumları ve duygusal zeka seviyeleri ile iletişimde bulunma istekliliği değişkenleri için Spearman sıra farkları korelasyon katsayıları hesaplanmış ve hem tutum hem de duygusal zeka yordayıcılarının İngilizce konuşma istekliliği ile önemli derecede ilişkisi olduğu saptanmıştır.</p> <p>İki veya üç adımda analiz edilen çoklu adımsal regresyon modellerinin sonuçları dikkate alındığında, öğrencilerin sınıf içi iletişim kurma isteklilikleri üzerinde etkili ve en anlamlı yordayıcının yabancı dil öğrenmeye karşı tutumları olduğu ve bunun iletişimde bulunma isteğinde doğrudan bir değişim sağladığı sonucuna ulaşılmaktadır. Ayrıca, öğrencilerin duygusal zeka seviyelerinin de İngilizce iletişim kurma isteklilikleri üzerinde kısmen etkili olduğu görülmektedir.</p> <p>Son olarak, elde edilen nitel verilerin içerik analizleri ışığında, Türk ve Suriyeli öğrencilerin konuşma derslerinde ve sınıf dışı çevrelerde iletişimde bulunma isteklerini, duygusal zeka seviyelerini ve dil öğrenme tutumlarını en fazla etkileyen faktörler arasında derslerine giren öğretmenlerin tutum ve yaklaşımları, arkadaş baskısı, konuşma ve iletişim kurma kaygısı, iletişimsel yeterlilik, öz güven, motivasyon ve sorumluluk duygusu gibi önemli faktörlerin olduğu görülmüştür.</p>
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Gaziantep Üniversitesi Yabancı Diller Yüksekokulu
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI-ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Gaziantep Üniversitesi Yabancı Diller Yüksekokulu/ Yabancı Diller Yüksekokulu Müdürlüğü/ Şehitkamil, Gaziantep

YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	<p>Bu çalışma ile Gaziantep İli Şehitkamil İlçesi'nde bulunan Gaziantep Üniversitesi Yabancı Diller Yüksekokulu'nda yabancı dil olarak İngilizce öğrenen B1 seviyesindeki sayıca 200 bay ve bayan Türk ve Suriyeli öğrencinin “İletişimde Bulunma isteklilikleri, Yabancı Dil olarak İngilizce Öğrenmeye Karşı Tutumları ve Duygusal Zeka Düzeyleri arasındaki İlişkiyi İncelemek” amaçlanmıştır. Bu maksatla, öğrencilerden elde edilecek nicel verilerin toplanmasında 3 farklı ölçek ve 1 anket kullanılacaktır. Nitel verilerin toplanmasında ise, katılımcılarla yapılacak olan mülakatlar için yapılandırılmış mülakat rehberi kullanılacaktır.</p>
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAĞI	<ul style="list-style-type: none"> - Willingness to Communicate Scale (WTCS) - Emotional Quotient Inventory (EQ-I) Scale - Attitudes Towards Learning English (ATE) Scale - Questionnaire for the Participants' Background Information - Interview Guide for the Participants
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	<ol style="list-style-type: none"> 1) Bir adet (2) sayfa Willingness to Communicate (WTC) Ölçeği 2) Bir adet (2) sayfa Emotional Quotient Inventory (EQ-I) Ölçeği 3) Bir adet (2) sayfa Attitudes Towards Learning English (ATE) Ölçeği 4) Bir adet (1) sayfa Katılımcılar Hakkında Genel Bilgi Anketi 5) Bir adet (6) sayfa Katılımcı Mülakat Rehberi (Türkçe) 6) Bir adet (1) sayfa Katılımcı Mülakat Rehberi (İngilizce) 7) Bir adet (1) sayfa Anket ve Mülakatlara Katılım Gönüllülük Formu (Türkçe) 8) Bir adet (1) sayfa Anket ve Mülakatlara Katılım Gönüllülük Formu (İngilizce) 9) Bir adet (1) sayfa Doktora Araştırma İzin Dilekçesi 10) Bir adet (1) sayfa İlgili Kurum/Müdüriyetten Alınan Resmi izin Belgesi

ÖĞRENCİNİN ADI - SOYADI: Sinan ÖZYURT		ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde. Evrak Aslı İmzalıdır TARİH: 02 / 06 / 2021				
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU						
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.						
2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.						
1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	ANA BİLİM DALI BAŞKANININ ONAYI		SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI		
Adı - Soyadı: Ahmet Selçuk AKDEMİR	Adı - Soyadı:	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ		Adı - Soyadı:Murat KOÇ		
Unvanı: Doç. Dr.	Unvanı:	Unvanı: Prof. Dr.		Unvanı:Doç. Dr.		
İmzası: Enstitü Müdürlüğünde. Evrak Aslı İmzalıdır	İmzası:	İmzası: Evrak onayı e-posta ile alınmıştır.		İmzası: Enstitü Müd. Evrak aslı İmzalıdır		
... / ... / 20....	... / ... / 20....	02 / 06 / 2021		... / ... / 20...		
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER						
Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: Hüseyin Mahir FİSUNOĞLU	Adı - Soyadı: Jülide İNÖZÜ
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
İmzası : Enstitü Müd. Evrak aslı İmzalıdır.	İmzası : Enstitü Müd. Evrak aslı İmzalıdır	İmzası : Enstitü Müd. Evrak aslı İmzalıdır	İmzası : Enstitü Müd. Evrak aslı İmzalıdır	İmzası : Enstitü Müd. Evrak aslı İmzalıdır	İmzası : Enstitü Müd. Evrak aslı İmzalıdır	İmzası : Enstitü Müd. Evrak aslı İmzalıdır
... / ... / 20....	... / ... / 20....	... / ... / 20....	... / ... / 20....	... / ... / 20....	... / ... / 20....	... / ... / 20....
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
OY BİRLİĞİ İLE	<input checked="" type="radio"/>	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 09 / 03 / 2020 - 13 / 03 / 2020 tarihleri arasında uygulanmak üzere gerekli izin verilmesi taraflarımızca uygundur.				
OY ÇOKLUĞU İLE	<input type="radio"/>					
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.						

Appendix- B: Consent Form for the Questionnaires and Interviews (English Version)

Project Title:

An Investigation on the Relationship between EFL Learners' L2 Willingness to Communicate, Emotional Intelligence Profiles, and Attitudes towards Language Learning in the Turkish EFL Context

Project Supervisor: Assoc. Prof. Dr. Ahmet Selçuk AKDEMİR

Researcher: Sinan ÖZYURT

- I have read and understood the information provided about this research project in the Information Sheet dated 09-14 March, 2020.
- I have had an opportunity to ask questions and to have them answered.
- I understand that notes will be taken during the interviews and that they will also be audio-taped and transcribed.
- I understand that I may withdraw myself or any information I have provided for this project at any time prior to completion of data collection, without being disadvantaged in any way.
- If I withdraw, I understand that all relevant information including tapes and transcripts, or parts thereof, will be destroyed.
- I agree to take part in this research and allow my speech and information in it to be used for the second language teaching and learning studies.
- I understand that only the researcher and the supervisor have access to the tape with my speech. I will always be kept confidential.

Participant's Signature:

Participant's Pseudonym:

Participant's contact Details (If appropriate):

Date:

Researcher Contact Details: Sinan Özyurt

GSM:

E-Posta:

Appendix- C: Consent Form for the Questionnaires and Interviews (Turkish Version)

Tez Konusu: Türkçe EFL Bağlamında EFL Öğrencilerinin L2 İletişim Kurma İstekliliği, Duygusal Zeka Profilleri ve Dil Öğrenmeye Yönelik Tutumları Arasındaki İlişki Üzerine Bir Araştırma

Tez Danışmanı: Doç. Dr. Ahmet Selçuk AKDEMİR

Tez Sorumlusu: Sinan ÖZYURT

- 09-14 Mart 2020 tarihinde bu araştırma projesi için sağlanan bu bilgilendirme formunu okudum ve anladım.
- Araştırma ile ilgili soru sorma ve cevaplarını alma fırsatım olmuştur.
- Görüşme esnasında söylediklerimin not edileceğini, sesli ve görüntülü kaydedileceğini ve uyarlanacağını anlamış bulunuyorum.
- İstediğim anda projeden ayrılabilirim veya bu çalışma ile ilgili vermiş olduğum bilgilerin bana hiçbir şekilde zararının dokunmayacağını anlamış bulunuyorum.
- Projeye katılmaktan vazgeçersem tutulan bütün notlar ve alınan görüntüler dahil olmak üzere her şey yok edilecektir.
- Bu çalışmada yer almayı, konuşmalarımın ve verdiğim bilgilerin yabancı dil öğretimi ve öğrenimi çalışmalarında kullanılmasını kabul ediyorum.
- Konuşmalarımın kayıtlı olduğu bilgilere sadece tez sorumlusunun ve danışmanının ulaşacağını ve bilgilerimin daima gizli kalacağını anlıyorum.

Katılımcının İmzası:

Katılımcının Takma Adı:

Katılımcının İletişim Bilgileri(İzniyle):

Tarih:

Tez Sorumlusu Bilgileri: Sinan ÖZYURT

GSM:

E-Posta:

Appendix- E: Attitudes towards English Language (ATE) Scale

To what extent do you agree with the following items? The following items ask about your attitudes toward learning the English language. Remember there is no right or wrong answers; just answer as accurately as possible. Please read the statements below carefully and tick the appropriate choices that reflect your attitudes and perceptions towards English language. Use the scale below to answer the questionnaire items.

1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree.

Note: Tick (✓) only one option for each item in the questionnaire.

No	Items	1 SD	2 D	3 N	4 A	5 SA
1	Studying English is important because it will make me more educated					
2	Being good at English will help me study other subjects well					
3	I feel proud when studying English language					
4	I feel excited when I communicate in English with others					
5	Speaking English anywhere makes me feel worried					
6	Studying English helps me to have good relationships with friends					
7	I like to give opinions during English lessons.					
8	I have more knowledge and more understanding when studying English					
9	I look forward to studying more English in the future					
10	I don't get anxious when I have to answer a question in my English class					
11	Studying foreign languages like English is enjoyable					
12	I am able to make myself pay attention during studying English					
13	When I hear a student in my class speaking English well, I like to practice speaking with him/her					
14	To be inquisitive makes me study English well					
15	Studying English makes me have good emotions (feelings)					
16	I prefer studying in my mother tongue rather than any other foreign language					
17	Studying English makes me have more confidence in expressing myself					
18	Studying English helps me to improve my personality					
19	I put off my English homework as much as possible					
20	Studying English helps me getting new information in which I can link to my previous knowledge					
21	I cannot to summarize the important points in the English subject content by myself					
22	Frankly, I study English just to pass the exams.					

23	I enjoy doing activities in English					
24	I do not like studying English					
25	I am not relaxed whenever I have to speak in my English class					
26	I feel embarrassed to speak English in front of other students					
27	I wish I could speak English fluently.					
28	I am interested in studying English.					
29	In my opinion, people who speak more than one language are very knowledgeable.					
30	Studying English helps me communicate in English effectively					
31	I cannot apply the knowledge from English subject in my real life					
32	Studying English subject makes me feel more confident					
33	To be honest, I really have little interest in my English class					
34	Studying English makes me able to create new thoughts					
35	I like to practice English the way native speakers do.					
36	I am able to think and analyze the content in English language					
37	I wish I could have many English speaking friends					
38	When I miss the class, I never ask my friends or teachers for the homework on what has been taught.					

39	I am not satisfied with my performance in the English subject					
40	In my opinion, English language is difficult and complicated to learn.					
41	English subject has the content that covers many fields of knowledge					
42	I do not feel enthusiastic to come to class when the English is being thought					
43	Knowing English is an important goal in my life					
44	I look forward to the time I spend in English class					
45	I do not pay any attention when my English teacher is explaining the lesson					

Appendix- F: Emotional Quotient Inventory (EQI)

Please choose the best option for you.

- 1- Never
- 2- Rarely
- 3- Sometimes
- 4- Generally
- 5- Always

		1	2	3	4	5
1	I am fond of the type of personality I have.					
2	It is fun to be with me.					
3	I prefer to work at a place where I am often reminded of my responsibilities.					
4	When I feel blue/sad, I know what causes these feelings.					
5	I try to learn the things I like as well as I can.					
6	I know what I feel.					
7	I need people more than people need me.					
8	If I had to I would break the law.					
9	Even If I had to be somewhere else I would help a crying child to find his parents.					
10	I have achieved just a few things in last couple of years.					
11	It is hard to trust me for other people.					
12	I am happy with my physical appearance.					
13	I can quit my old habits.					
14	I find it hard to say "no" when I don't want to do anything.					
15	Without fantasies and dreaming I try to see everything as it is.					

16	I cannot express my love.					
17	I can tell other people when I get angry with them.					
18	I love exaggerating.					
19	Most of the time I am sure of myself.					
20	My strategy to deal with difficulties is going step by step.					
21	I am not aware of the things around me.					
22	Although people do not directly express their feelings, I can understand them very well.					
23	It is easy for me to adapt the new conditions.					
24	It is difficult for me to change my opinion about some things.					
25	I am generally stuck when I try to find different solutions to problems.					
26	I take care of not hurting other people's feelings.					

27	I know how to keep calm under difficult circumstances.					
28	Even though the things get complicated, I have motivation to keep on.					
29	People think that I am a social person.					
30	Although there are some problems time to time, I usually believe that everything is going to be fine.					
31	I care what happens to other people.					
32	I usually feel that I will fail before I start doing new things.					
33	My friends can tell me their special things.					
34	When I encounter an unpleasant situation, I would like to collect information as much as I can.					
35	It is hard to control my range.					
36	I can cope with stress without getting annoyed.					
37	I don't stop easily when I start to speak.					
38	I am an impatient person.					
39	I feel bad too often.					
40	My acts without thinking cause problems.					
41	I love weekends and holidays.					
42	I know that it is difficult to control my anxiety.					
43	It is hard for me to encounter unpleasant events.					
44	I usually hope for the best.					
45	I am happy with my life.					

Appendix- G: Semi-structured Interview Guide (Pilot Study)

(English Version)

Participant Interview Questions

Would you choose a pseudonym (كُنيَة) that you want me to use in this study?

.....

Personal Information:

Class:..... **Age:** **Gender:** Male:___ Female: ___

Type of school you graduated from: (State School/ Super High School/ Anatolian High School/ Anatolian Teacher's High School/ Private School/ Other).....

Have you ever been to a country where English is spoken as a native language?

.....YESNO

Where would you like to visit?

-

How long have you been studying English?

-

How often have you communicated with foreigners in English face to face or through Internet in recent years?

-

Please answer the following questions in as much detail as possible:

A-Background information (Students' English language learning experiences, their parents' attitudes, and their communication experiences in L2)

1. Do you remember your first English learning experience? Could you explain your English learning experiences in elementary, secondary and high school? (How much did you like it? How important was it for you to learn English?)

--

2. Please describe your experiences of speaking lessons and activities during your own school education.

--

3. How did your parents get involved in English language learning process? (Did they motivate you? Did they support you? Did they sometimes change their attitudes?)

--

B-Students' WTC in English inside and outside the Class Settings:

4. Do you want to communicate in English? If so, why?

- In what situation do you feel most willing to communicate in English?

-

- With whom do you find easier to start communication in the classroom? (Teachers, classmates, etc.) and why?

-

- Please explain what increases and prevents your enthusiasm/desire to communicate in English classes.

-

- What content/topics do you like to communicate about more?

-

5. Could you tell me how much you use English in your daily life? How much do you speak, read, write or listen to English? Which skill is most fun for you? Give details please.

-

6. Do you have an access to the Internet? If so, please tell me whether you use social media for communication with others in English or not.

-

7. In your spare time do you use English? (Playing on the computer, watching films/TV, listening to music, reading English books, talking to friend from other countries, travel abroad, and etc.)

-

8. Would you like to have more chance to use English in your daily life? Please, explain why.

-

9. Are you communicating with a foreigner nowadays? If not, would you like to?

-

C- Students' Emotional Intelligence Profiles in English Speaking Classes

10. How do you feel when you need to use English to communicate in or out of the classes? Do you feel nervous or calm? Please, explain why.

-

11. Do you ever feel that you will fail in communication with your class mates or foreigners? If so, why ?

-

12. How do you feel while performing English presentations in classes?

-

13. What do you think about collaborative work such as small group discussions or pair work in English speaking classes?

-

14. Please explain how motivated or willing you are while speaking English with foreigners out of the classroom.

-

15. How important is it for you to speak English fluently? And why?

(Very important, important, not so important, I never care)

-

16. How do you find your performance in English speaking classes? Please explain whether you could be better in your classes or not.

-

17. How do you feel when you have difficulties in communication in English classes?

-

18. How does your success in English speaking classes affect you?

-

19. Do you have any difficulty in expressing yourself while communicating in English? Please, explain in details.

-

20. Please explain what you think about developing empathy with your classmates and teachers in English classes and the other people outside the classroom.

-

21. How do you deal with difficulties or hasles in your speaking classes?

-

22. Please explain what makes it easy for you to be able to communicate in English inside and outside the classroom.

-

23. Do you ever feel stuck while communicating with foreigners or class mates in English? If so, please explain how you cope with it.

-

24. Are you usually a patient or an impatient person in dialogues or conversations in your communication with others? Please, explain in details.

-

25. How do you manage your stress or anxiety while speaking in English classes?

-

D. Students' attitudes towards English language, learning English, English speaking nations and their cultures.

26. Please explain what you think about the necessity of learning English and communicating in it. In this sense, tell me about your attitudes and feelings, please.

-

27. Please explain whether communicating in English helps you to have good relationships with your friends or foreigners.

-

28. Do you think studying foreign languages like English is enjoyable? If so, explain it, please.

-

29. "I prefer studying in my mother tongue rather than any other foreign languages." Please explain in details whether you agree to this statement or not.

-

30. "I look forward to the time I spend in English speaking classes.." Please tell me what you think about this in details.

-

31. How do you apply your knowledge from English classes in real life communication? Explain it with examples, please.

E. Factors Influencing the EFL Learners' L2 WTC, L2 Attitude, and EI Perceptions in Their English Speaking Classes

32. Please, explain the factors that facilitate or hinder your willingness to communicate in and out of the classroom.

- Any concerns (worries) when you have to speak English in your classes
-
- The role of the teacher, the role of the classmates, your current level in English, background knowledge, topics of communication, etc.
-

33. What do your instructors do to increase your self-confidence, reduce anxiety, and improve your L2 WTC and attitudes, or what do you want them to do? Please add if you have more to say about these topics.

-

Appendix- H: Semi-structured Interview Guide (Main Study)

(English Version)

Participant Interview Questions

Would you choose a pseudonym that you want me to use in this study?

-

Personal Information:

Class: Age: Gender:

Type of school you graduated from: (State School/ Super High School/ Anatolian High School/ Anatolian Teaches High School/ Private School/ Other)

-

Have you ever been to a country where English is spoken as a native language?

-

Where would you like to visit?

-

How long have you been studying English?

-

How often have you communicated with foreigners in English face to face or through internet in recent years?

Please answer the following questions with as much detail as possible:

A-Background information (Students' English language learning experiences, their parents' attitudes, their communication experiences)

1. Do you remember your first English learning experience? Could you explain your English learning experiences in elementary, secondary and high school? (How much did you like it? How important was it for you to learn English?)

-

2. Please describe your experiences of speaking lessons and activities during your own school education.
3. How did your parents get involved in English language learning process? (Did they motivate you? Did they support you? Did they sometimes change their attitudes?)

-

B-Students' WTC in English inside and outside the classes:

4. Do you want to communicate in English? If so, why?

-

- In what situation do you feel most willing to communicate in English?

-

- With whom do you find easier to start communication in the classroom? (Teachers, classmates, etc.) and why?

-

- Please explain what increases and prevents your enthusiasm/desire to communicate in English classes.

-

- What content/topics do you like to communicate about more?

Because it is within my interests, I like to communicate more about music and sports in an environment that I am not foreign to.

5. Could you tell me how much you use English in your daily life? How much do you speak, read, write or listen to English? Which skill is most fun for you? Give details please.

In your spare time do you use English? (Playing on the computer, watching films/TV, listening to music, reading English books, talking to friend from other countries, travel abroad, and etc.)

-

Would you like to have more chance to use English in your daily life? Please, explain why.

-

6. Do you have an access to the Internet? If so, please tell me whether you use social media for communication with others in English or not.

-

7. Are you communicating with a foreigner nowadays? If not, would you like to?

-

C- Students' Emotional Intelligence Profiles in English Speaking Classes

8. How do you feel when you need to use English to communicate in or out of the classes? Do you feel nervous or calm? Please, explain why.

-

How do you feel while performing English presentations in classes?

-

Do you ever feel stuck while communicating with foreigners or class mates in English?

If so, please explain how you cope with it.

-

Do you have any difficulty in expressing yourself while communicating in English?

Please, explain in details.

-

Please explain what makes it easy for you to be able to communicate in English inside and outside the classroom.

-

How do you feel when you have difficulties in communication in English classes?

-

Do you ever feel that you will fail in communication with your class mates or foreigners? If so, why?

-

9. What do you think about collaborative work such as small group discussions or pair work in English speaking classes?

-

10. Please explain how motivated or willing you are while speaking English with foreigners out of the classroom. Opinion about collaborative work in speaking classes

-

11. How do you find your performance in English speaking classes? Please explain whether you could be better in your classes or not.

-

How important is it for you to speak English fluently? And why?

(Very important, important, not so important, I never care)

-

How does your success in English speaking classes affect you?

-

12. Please explain what you think about developing empathy with your class mates and teachers in English classes and the other people outside the classroom.

-

13. How do you manage your stress or anxiety while speaking in English classes?

-

How do you deal with difficulties or hassles in your speaking classes?

-

D. Students' attitudes towards English language, learning English, English speaking nations and their cultures.

14. Please explain what you think about the necessity of learning English and communicating in it. In this sense, tell me about your attitudes and feelings, please.

-

15. Please explain whether communicating in English helps you to have good relationships with your friends or foreigners.

-

16. "I prefer studying in my mother tongue rather than any other foreign languages." Please explain in details whether you agree to this statement or not.

-

E. Factors Influencing L2 WTC, Attitudes, and EI Levels of Students in Their Speaking Classes

17. Please, explain the factors that influence your willingness to communicate in and out of the classroom.

- Any concerns (worries) when you have to speak English in the class
-
- The role of the teacher, the role of the class mates, your current level in English, background knowledge, topics of communication, etc.
-

18. What do your instructors do to increase your self-confidence, reduce anxiety, and improve your willingness to communicate and attitudes, or what do you want them to do? Please add if you have more to say about these topics.

-

Appendix- I: Katılımcılar İçin Yarı Yapılandırılmış Mülakat Rehberi (Turkish Version)

Katılımcı Görüşme Soruları

Kendi adınız dışında çalışmada kullanacağımız bir takma ad:
.....

Tanışma soruları:

Sınıfınız:..... Yaşınız:..... Cinsiyetiniz:.....

Hangi liseden mezun oldunuz?

Hiç anadili İngilizce olan bir ülkede buldunuz mu?EVETHAYIR

Nereyi ziyaret etmek istersiniz?

Ne kadar süredir İngilizce öğreniyorsunuz ?

Son yıllarda yabancılarla ne sıklıkla yüz yüze veya internet üzerinden İngilizce iletişim kurdunuz?

Lütfen aşağıdaki soruları mümkün olduğunca detaylı olarak cevaplayınız.

A-Genel bilgiler (Öğrenim deneyimleri, ailelerinin tutumu, İngilizce iletişim kurma deneyimleri)

1. İlk İngilizce öğrenme deneyiminizi hatırlıyor musunuz? İlkokul, ortaokul ve lisedeki İngilizce öğrenme deneyimlerinizi anlatır mısınız? (İngilizce öğrenmeyi sever miydiniz? İngilizce öğrenmek sizin için ne kadar önemliydi?)

-

2. Geçmiş yıllarda okul eğitiminiz boyunca İngilizce konuşma ile ilgili deneyimlerinizi ve yapılan aktiviteleri anlatır mısınız, lütfen?

-

3. Bu süreçte ailenizin İngilizce öğrenmeyle ilgili tutumu nasıldı? (Sizi bu konuda yeterince desteklediler mi? Zaman zaman tutumlarını değiştirdiler mi?)

-

B- Öğrencilerin sınıf içinde ve dışında İngilizce iletişim kurma isteklilikleri:

4. İngilizce iletişim kurmak istiyor musunuz? Ve neden ?

- Hangi durumda İngilizce iletişim kurmaya en istekli hissediyorsunuz?

-

- Sınıfta kiminle iletişime geçmeyi daha kolay buluyorsunuz? (Öğretmenler, sınıf arkadaşları vb.) ve neden?
-
- Sizleri sınıfta öğretmenle veya arkadaşlarınızla konuşmaya neler cesaretlendirir?
-
- Daha çok hangi ortam ve konularda iletişim kurmaktan hoşlanırsınız?
-

5. Günlük hayatınızda İngilizceyi ne kadar kullandığınızı söyler misiniz? Ne kadar İngilizce konuşuyor, okuyor, yazıyor veya dinliyorsunuz? Sizin için en eğlenceli beceri hangisi? Lütfen detaylarıyla anlatın.
-

6. İnternet erişiminiz var mı? Öyleyse, lütfen sosyal medyayı kullanırken, başkalarıyla iletişimde İngilizce'yi ne kadar sık kullandığınızı yaşadığınız farklı deneyimlerle birlikte anlatın.
-

7. Boş zamanlarınızda İngilizce'yi kullanıyor musunuz? (Bilgisayarda oynamak, film / TV izlemek, müzik dinlemek, İngilizce kitaplar okumak, diğer ülkelerden arkadaşlarla konuşmak, yurtdışına seyahat etmek vb. durumlarda)
-

8. Günlük hayatınızda daha çok İngilizce kullanma şansınız olsun ister misiniz? Lütfen nedenleriyle açıklayın.
-

9. Şu anda iletişim halinde olduğunuz yabancı biri var mı? Yoksa, olmasını ister miydiniz?
-

C. Öğrencilerin İngilizce Konuşma Derslerindeki Duygusal Zeka Profilleri

10. İngilizce iletişim kurmak zorunda kaldığınızda nasıl hissedersiniz? Endişeli mi yoksa rahat mı olursunuz? Lütfen nedenleriyle açıklayın.
-

11. Sınıf arkadaşlarınızla veya yabancılarla iletişim kurarken hiç başarısız olacağınızı düşündünüz mü? Öyleyse neden?
-

12. Sınıf ortamında İngilizce sunumlar yaparken nasıl hissedersiniz?
-

13. İngilizce konuşma derslerinde küçük grup tartışmaları veya ikili çalışma gibi ortak çalışmalar hakkında ne düşünüyorsunuz?

-

14. Lütfen sınıf dışında yabancılarla İngilizce konuşurken ne kadar istekli olduğunuzu açıklayın.

-

15. İngilizceyi çok akıcı bir şekilde konuşmak size ne ifade eder? (Çok önemli; önemli; o kadar önemli değil; hiç önemli değil) Lütfen nedenleriyle açıklayın.

-

16. İngilizce derslerinde kendinizi iletişim konusunda yeterince yetkin buluyor musunuz? Lütfen açıklayınız?

-

17. İngilizce derslerinde iletişimde zorluk çektiğinizde kendinizi nasıl hissediyorsunuz?

-

18. İngilizce konuşma derslerindeki başarınız sizi nasıl etkiliyor?

-

19. İngilizce iletişim kurarken kendinizi ifade etmekte güçlük çekiyor musunuz? Lütfen açıklayınız?

-

20. Lütfen İngilizce derslerinde sınıf arkadaşlarınız ve öğretmenlerinizle ve sınıf dışında başka insanlarla empati kurmak hakkında ne düşündüğünüzü açıklayın.

-

21. İngilizce konuşma derslerinde yaşadığınız zorluklarla nasıl başa çıkıyorsunuz?

-

22. Lütfen sınıf içinde ve dışında İngilizce iletişim kurmanızı neyin kolaylaştırdığını örneklerle açıklayın.

-

23. Yabancılarla veya sınıf arkadaşlarınızla İngilizce iletişim kurarken kendinizi hiç sıkışmış hissediyor musunuz? Eğer öyleyse, lütfen bununla nasıl başa çıktığınızı açıklayın.

-

24. Başkalarıyla iletişim kurarken genelde sabırlı mı yoksa sabırsız bir kişi misiniz? Lütfen açıklayın.

-

25. İngilizce derslerinde konuşurken stresinizi veya endişenizi nasıl yönetiyorsunuz?

-

D. Öğrencilerin İngilizce diline, İngilizce öğrenmeye, İngilizce konuşan uluslara ve kültürlerine yönelik tutumları.

26. Lütfen İngilizce öğrenmenin gerekliliği hakkında ne düşündüğünüzü açıklayın. Bu anlamda, tutum ve duygularınızdan bahsedin lütfen.

-

27. Lütfen İngilizce iletişim kurmanın arkadaşlarınız veya yabancılarla iyi ilişkiler kurmanıza yardımcı olup olmadığını açıklayın.

-

28. İngilizce gibi yabancı bir dili öğrenmenin keyifli olduğunu düşünüyor musunuz? Lütfen nedenleriyle açıklayın.

-

29. “Diğer yabancı diller yerine ana dilimde çalışmayı ve okumayı tercih ederim.” Lütfen bu ifadeye katılıp katılmadığınızı ayrıntılı olarak açıklayın.

-

30. “İngilizce konuşma derslerinde geçirdiğim zamanı dört gözle bekliyorum.” Lütfen bu konuda ne düşündüğünüzü ayrıntılı olarak anlatın.

-

31. İngilizce derslerinden edindiğiniz bilgileri gerçek hayattaki iletişimde uygulayıp uygulayamadığınızı örneklerle açıklayın lütfen.

-

E. İngilizce Konuşma Derslerinde Yabancı Dil Öğrenenlerin Yabancı Dilde İletişim Kurma İstekliliği, Yabancı Dil Tutumları ve Duygusal Zeka Algılarını Etkileyen Faktörler

32. Lütfen sınıf içinde ve dışında iletişim kurma isteğinizi etkileyen faktörleri açıklayın.

Örneğin,

- Sınıfta İngilizce konuşmanız gerektiğinde yaşadığınız endişeleriniz

-

- Öğretmenin rolü, sınıf arkadaşlarınızın rolü, İngilizce seviyeniz, arka plan bilginiz, iletişim konuları vb.


-

33. Ders hocalarınız İngilizce derslerinde iletişimde bulunma isteđinizi ve özgüveninizi artırmak, uyum sağlamanızı kolaylařtırmak, endişelerinizi azaltmak ve tutumlarınızı geliřtirmek için neler yapıyor veya onlardan ne yapmalarını istiyorsunuz? Bu anlamda, belirtmek istediđiniz daha fazla řey varsa lütfen ekleyiniz.



Appendix-J: Student Background Information Questionnaire

Part 1: Student Background Information Questionnaire: This part consists of 15 questions which will help us to understand you better. We would like you to read each statement carefully and put an X next to the option which best describes you or fill in the blank with correct information.

1. Nationality: Turkish Other (Please write)-----
 2. Class: Prep 1 2
 3. Age: _____
 4. Gender: F M
 5. Did you study the prep class at university YES NO
 6. Have you ever been abroad? YES NO
 7. Have you ever taken private English speaking course? YES NO
 8. How long have you been learning English? Please write _____
- 

Appendix- K: Çağ University Thesis Ethical Permission Request and Permission Letter



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2100003938
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurulu Kararı Alınması Hakkında

02.06.2021

REKTÖRLÜK MAKAMINA

İlgi: 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazınız.

İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü bünyesindeki Lisansüstü Programlarda halen tez aşamasında kayıtlı olan **Hüseyin Furkan Kar, Mustafa Hakan Ünal, Sinan Özyurt, Sultan Çetinkaya, Turan Çelik** isimli öğrencilerimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'lerde sunulmuş olduğunu arz ederim.

Doç. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Ek : 5 Adet öğrenciye ait tez evrakları listesi.

E-Posta: aycar@ol@ceg.edu.tr



Bu belge 5070 sayılı elektronik imza kanununa göre güvenilir elektronik imza ile imzalanmıştır.

Doğrulama adresi: <https://ube.cag.edu.tr/BelgeDogrulama> - Doğrulama kodu: [E78D954](#)



T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük

Sayı : E-81570533-044-2100004116
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurul İzni Hk.

08.06.2021

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 02.06.2021 tarih ve E-23867972- 050.01.04-2100003938 sayılı yazınız.

İlgi yazı da söz konusu edilen Hüseyin Furkan KAR, Mustafa Hakan ÜNAL, Sinan ÖZYURT, Sultan ÇETİNKAYA, Turan ÇELİK isimli öğrencilerin tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör

E-Posta: merfikircioglu@cag.edu.tr



Appendix- L: Letter of Permission to Gaziantep University Higher School of Foreign Languages

**T.C.
GAZİANTEP ÜNİVERSİTESİ
Yabancı Diller Yüksekokulu Müdürlüğü'ne**

Mersin Çağ Üniversitesi İngiliz Dili Eğitimi Programı'nda Sinan ÖZYURT isimli ve 201812001 numaralı tezli doktora programı öğrencisiyim.

"An Investigation on the Relationship between EFL Learners' L2 Willingness to Communicate, Emotional Intelligence, and Attitudes towards Language Learning in a Turkish EFL Context" konulu tez çalışmam kapsamında 09.03.2020 ve 14.03.2020 tarihleri arasında Doktora Tez çalışmamdaki katılımcılara anket uygulamak, mülakat ve gözlem yapmak vb. araştırmalarımı Gaziantep Üniversitesi Yabancı Diller Yüksekokulu'nda yapabilmek için gerekli iznin alınması hususunda;

Bilgilerinizi ve gereğini arz ederim.

05/03/2020

Sinan ÖZYURT

EKLER _____ :

Ek-1: Gönüllü Katılım Formu

Ek-2: Çalışma Materyali (Anket, Ölçek vb.)

Appendix- M: Permit Document for Scientific Research



T.C.
GAZİANTEP ÜNİVERSİTESİ
Yabancı Diller Yüksekokulu

Sayı : 35914063/108.99/01

06/03/2020

Konu :Bilimsel Çalışma İzni

Sayın Öğr.Gör. Sinan ÖZYURT

İlgi : 05/03/2020 tarihli dilekçeye istinaden;

“An Investigation on the Relationship between EFL Learners’ L2 Willingness to Communicate, Emotional Intelligence, and Attitudes towards Language Learning in a Turkish EFL Context” konulu tez çalışmanızı, 09-14/03/2020 tarihleri arasında Doktora Tez çalışmanızdaki katılımlara anket uygulamak, mülakat ve gözlem yapmak vb. araştırmaları yapma talebiniz uygun görülmüştür.

Bilgilerinizi rica ederim.

Doç. Dr. Emrah CİNKARA

Yabancı Diller Yüksek Okul Müdürü